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ABSTRACT

This report provides information on the first year (1984-85) of the third cycle of Rockland Community College's Special Services Project (SSP), a program which provides supplemental instructional and counseling services for educationally and economically disadvantaged students through college skills courses, remedial/developmental courses, and English as a Second Language (ESL) courses. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, student outcomes, and program evaluation. Appendices include: (1) a statement of the college's competency assessment policy; (2) a report on 1984-85 student assessment and placement activities; (3) a contract for educational services; (4) a list of 1984-85 curriculum projects; (5) a taxonomy and inventory of college skills materials for classroom instruction; teacher reference; teacher information on computer assisted instruction, learning disabilities, ERIC reports, adult literacy, and miscellaneous topics; and recommended materials; (6) a list of computer-assisted instructional materials for SSP students, with sample forms for record keeping; (7) information on entry placement procedures; (8) a draft report on the search for an appropriate reading test for ESL students for mainstream placement; (9) an essay, "ESL in Adult Education: Evaluating Student Accomplishments," by Jean W. Bodman; (10) an assessment of the revised ESL curriculum; (11) reports on SSP tutoring services for college skills courses; and (12) promotional materials. (EJV)

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SPECIAL SERVICES PROJECT

ROCKLAND COMMUNITY COLLEGE

1984 - 1985

Margaret R. Martin, Ph.D.
Director,
Special Services Project

With the assistance of
Elaine B. Chapline, Ph.D.

U.S. DEPARTMENT OF EDUCATION
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PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional and counseling and tutorial services for a minimum of 375 students enrolled in College Skills courses, remedial/developmental courses, and English As A Second Language courses who enter the college with the most severe educational and economic needs. This report focuses on the first year of the third cycle of the project - 1984-1985. Throughout this report reference will be made where appropriate to information contained in the report, "Special Services Project, Rockland Community College, 1977-1980" which is a comprehensive longitudinal study of student performance during the first cycle of the project, the report, "Special Services Project, Rockland Community College, 1980-1981", the report, "Special Services Project, Rockland Community College, 1981-1982", the report "Special Services Project, Rockland Community College, 1982-1983" and the report "Special Services Project, Rockland Community College 1983-1984."

The specific objectives of the Special Services Project are as follows:

1. 74% of the project students will achieve a minimum score of 25 on the Reading Comprehension Section of the Descriptive Tests of Language Skills which is administered as part of the English Placement Examination and which is the criterion level for entry into the mainstream of the college.
2. 74% of the project students will achieve a minimum score of 6 on the writing sample which is administered as part of the English Placement Examination and which is the criterion level for entry into the mainstream of the college.
3. 60% of the project students enrolled in Mathematics Skills will achieve 100% mastery on each of nineteen arithmetic skills areas, which makes them eligible for the entry level mathematics course in the Mathematics Department.

4. 74% of the project students will demonstrate improvement in academic coping skills (study skills, attitudes, motivation) by having successfully completed their contracts for the counseling seminars and receiving a passing grade in each course.
5. 68% of the project students will remain in good academic standing at the college and will receive an associate degree or certificate or will transfer to another institution to complete their college degree.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives, and Chapter V contains summative evaluation in reading, writing, mathematics and English language development which is specifically related to the accomplishment of instructional objectives for project participants.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading and writing achievement or English Language proficiency. Those who took part in College Skills (CS) sections, designed for students with deprived educational backgrounds, received a score of 6 or 7 in writing and a scaled score of 10 or below on the Descriptive Tests of Language Skills - Reading Comprehension (DTLS) or less than 6 in writing and a scaled score of 1 - 25 on the DTLS on the English Placement Examination (Rockland Community College Reading and Writing Assessment.) Those in English As A Second Language (ESL) sections had scores indicating less than 90% mastery on the English Language Institute Test. A total of 249 of the students were low income and first generation students and 126 of the students were first generation students as defined in the amendment to Sec. 04, Subpart 4 of Part A of Title IV of the Act for Special Programs for Students From Disadvantaged Backgrounds.*

The total of students in the Special Services Project was 375. The students included 238 (63%) with limited English language ability who were in ESL and 137 (37%) with deprived educational backgrounds who were in College Skills. There were 130 (35%) males and 245 (65%) females. The group included no American Indian/Alaska Native (0%), 27 Asian/Pacific Islanders (7.2%), 182 Blacks (48.53%), 116 Hispanics (30.93) and 50 white other than Hispanic (13.33). The ages of the total group ranged from 16 to 79. (mean=27.56). The Median age of the group was 24.25. The English As A Second Language group's mean age was 29.92 (Median age= 27) and the College Skills group's mean age was 23.67 (Median age- 19.88).

In summary, the students were an ethnically diverse group who clearly had educational skill deficits, financial need and were first generation college students.

*Federal Register, Vol. 47. No. 42, Wednesday, March 3, 1982, Rules and Regulations.

II. PROGRAM SITES

The Special Services Project served students enrolled in College Skills courses and English As A Second Language courses located at the Main Campus in Suffern, N.Y. and at the college's Local Learning Centers in Haverstraw, Nyack and Spring Valley. College Skills and English As A Second Language classes were held at the Local Learning Center in Spring Valley located in a former elementary school at 185 North Main Street. English As A Second Language evening classes were held at the Local Learning Center in Nyack located at 92-94 Main Street and at an annex in the Nyack Mall across the street from the central building. College Skills classes and individualized learning activities were held in the Nyack Mall. English As A Second Language and College Skills classes were held at the Local Learning Center in Haverstraw. Daytime classes for students in English As A Second Language classes were provided in the Main Street Building and evening classes were conducted at the Middle School. Classes for students in College Skills were held in the evening in the Main Street Building.

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The Needs Assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment provided for placement into College Skills and English As A Second Language courses.

Rockland Community College established a system of universal competency assessment in the Fall Semester, 1984 based on a pilot project begun in the Fall Semester, 1982. The system was developed to ensure that all students were placed into coursework appropriate to their skills. The English Placement Examination consists of an evaluation of reading comprehension (Comprehension Section of Descriptive Tests of Language Skills - DTLS) and a writing sample on a given topic. The Mathematics Placement Examination includes a computation section which students are required to take and an algebra section which student are encouraged to take (See Appendix A).

While all native born students entering the college in the Fall, 1984 participated in universal assessment, some students were placed directly in ESL courses based on high school records and other assessment tests utilized by the ESL faculty.

As a result of assessment some students were placed in College Skills courses. After placement in College Skills was determined, students were notified that they should schedule an appointment for College Skills Needs Assessment. Students were then assigned appointment times for Needs Assessment by the Assistant to the Project Director. Each day divided into morning and afternoon sessions (9-11:30 a.m. and 1:30-3 p.m.) to accomodate 18 students per session or a total of 36 students per day.

Placement in Communication Skills and/or Mathematics Skills modules was based on a further refinement of scores on the English Placement Examination and the Mathematics Skills Placement Examination. Therefore, during needs assessment each student met with a College Skills Instructor who presented the student with the test results and explained why the student had been placed in a specific Communication Skills and/or Mathematics Skills module. The student then met with a master counselor/assessment specialist and/or counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be enrolled in College Skills courses and assisted the student in selecting courses and completing the registration process (See Appendix B).

All students who enrolled in English As A Second Language courses were given the English Language Institute Examination (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for College Skills was scheduled during the summer months as well as during college registration periods. Needs assessment for English As A Second Language was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from College Skills and English As A Second Language with the most severely deprived educational backgrounds or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of scores on the Rockland Community College English Placement Examination or the English Language Institute Test. During the academic year, 1984-1985 618 students were assessed in College Skills and 797 were assessed in English As A Second Language. A total of 137 was chosen as Special Services Project participants from College Skills and 238 were selected from English As A Second Language.

Initial needs assessment was designed to identify the project participants and to assure proper placement in College Skills and English As A Second Language Program courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. (Some students were given the Nelson-Denny Reading Test Form E and/or the Gates MacGinitie Reading Test for additional diagnostic information).

Students in College Skills were assigned to group counseling seminar sessions conducted by master counselor/assessment specialists and students in English As A Second Language courses enrolled in group counseling or orientation sessions conducted in English or met for individual appointments with bilingual master counselor/assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from College Skills drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor/assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was responsible for the college's part of the contract aggreement. Periodic review of the progress toward the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed-upon goals the contract was revised so that the students and the master counselor/assessment specialist would always be in agreement about the nature and achievement of the goals (See Appendix C) .

Participants from the English As A Second Language with severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the college.

B. Development and Implementation of Curriculum for Skill Acquisition

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills and the English As A Second Language programs would be necessary if we were to successfully prepare students to enter the college mainstream. Therefore, a series of curriculum projects were completed which were designed to provide more effective instructional services (See Appendix D). With the establishment of the Universal Competency Assessment Process, the college placement procedures became more precise and more detailed information was available about students entering College Skill For example, it became apparent that some students had mastered required reading skills necessary to function effectively in the college mainstream, but they needed more intensive emphasis on the development of writing skills. Therefore, a curriculum project begun in 1982 was continued to modify the Communication Skills Curriculum with an emphasis on writing skills for Special Services Project clientele. This modification allowed students to enroll in just that portion of College Skills which provided a concentration on the development of writing skills. Other students had mastered required writing skills, but they needed additional skill development in reading. As a result, a project was conducted to develop instructional materials in reading for Special Services Project students in College Skills (See Appendix D).

Special Services Project faculty identified traditional and multi-media materials and Computer Assisted Instructional Software which could be used in the classes and in the Individualized Learning Activities Center (ILAC). The new materials, along with others available in the ILAC, were also listed in revised Taxonomies (See Appendix E).

As a result of evaluation of the mediated mastery instructional system in the College Learning Center for the delivery of Mathematics Skills which had begun in 1980-81 (See "Special Services Project Report - 1980," pp. 18-19) and had continued in 1981-1982 (See "Special Services Project Report - 1981-1982," pp. 21-22), in 1982-1983 (See Special Services Project Report - 1982 - 1983," pp. 29-31), and in 1983-1984 (See Special Services Project Report - 1983-1984), changes also occurred in the Mathematics Skills instructional program in 1984-1985. These alterations and an evaluation of the processes are described on pages 50-51 of this report.

Other projects designed to integrate and reinforce the instructional and counseling Components of College Skills were developed (See Appendix D). Revisions of the course syllabi were designed for Improving Coping Skills and for Personal and Interpersonal Growth.

The special needs of project clientele enrolled in English As A Second Language courses were identified through an analysis of the assessment and placement procedures utilized on Main Campus and at the Local Learning Centers by the Special Services Project instructor for English As A Second Language. Attempts were also made to review the needs of project participants in the development of reading skills and to assist the ESL staff in the selection of diagnostic instruments in reading (See Appendix F).

During the academic year, 1984-1985, the curriculum for English As A Second Language courses was revised. The ESL Project Instructor also provided input into curriculum development based on assessment of the needs of project clientele and curriculum review (See Appendix G).

A new feature of the Special Services Project in 1984-1985 was the development of a supplementary tutorial program for project participants. Tutoring provided for project clientele based on instructor's recommendations was available on Main Campus and at the Local Learning Centers in Haverstraw and Spring Valley.

C. Development and Implementation of Counseling

During the 1984-85 grant year, counseling services were provided for project clientele enrolled in College Skills and English As A Second Language. The kind of services provided and the format for delivery of these services were determined by assessing the needs of the students and the structural design of the two programs.

Students in College skills enrolled in the group counseling seminars, "Improving Coping Skills", Relaxation and Stress Reduction" and "Personal/Interpersonal Growth" led by master counselor/assessment specialists and counselor/tutors who were interns completing graduate degrees in counseling. The "Improving Coping Skills" curriculum focused on interpersonal communication skill-building. Students examined communication problems, learned and practiced communication skills and applied learnings to personal life situations. "Personal/Interpersonal Growth" was designed for students in their second semester of College Skills who had already completed "Improving Coping Skills." Students worked on practicing and building interpersonal communication skills in the context of a group experience. Emphasis was on group dynamics and on individual behavior in the group process. "Relaxation and Stress Reduction" focused on helping students to define stress, to identify stressors in their lives, and to develop strategies and techniques for coping with stress. In Summer, 1985, Personal/Interpersonal communication skills. A specified series of group techniques/exercises will be employed in the process of a developing group in order to provide a more structured vehicle for the students to interact. This project will be piloted in the Fall, 1985 semester.

The counseling/assessment staff taught the class "Understanding Human Behavior", a preparatory psychology course for students prior to their entering the college mainstream. The curriculum focused on human development from infancy to old age and on identifying and examining the major tasks and challenges of each stage. The text, Your Self, by M. Grace, P. Nicholson, and D. Lipsitt provided the appropriate readings relevant to lecture and discussion. Utilizing an experiential approach, students were encouraged to think about and relate course materials to their own life. In Summer, 1985, "Understanding Human Behavior" was redesigned to enable a better fit with the General Psychology course most of the students take in the mainstream. The Text, Understanding Psychology, by Paul R. Robbins will provide the basis of the course which will focus on broader areas of psychology giving students a more general knowledge of psychological principles, theories, and vocabulary.

Each Special Services Project participant met individually with the counseling/assessment staff to identify needs, to plan programs, and to discuss broader educational goals and directions. Students also sought out or were referred to the counseling/assessment staff to deal with personal and/or academic issues when necessary. The master counselor/assessment specialists served as consultants to the instructional staff and students as well. They assisted in resolving in-class problems and other concerns which affected students educational progress.

Students received individual counseling and assessment from the staff in vocational assessment. They were also given a tour/lecture of the Life/Career/Educational Planning Center by its respective staff who also provided the students with hands-on experience with "Discover", a Career Guidance System that uses computers to explore and examine career/occupational choices.

Counseling services for project clientele in English As A Second Language were provided through group counseling seminars, in-class orientations, workshops, and personal and referral counseling. Students in upper intermediate English As A Second Language classes enrolled in the course "Coping Skills for International Students" which addressed the theme "Life in America." The curriculum focused on areas of life concern including education, health, banking, taxes, housing, etc.; identified problems encountered in each area of concern; worked on building skills and acquiring information to assist them in dealing with these problems; and compared and contrasted life in the U. S. with their experiences in the country of origin.

Counselors presented orientations to students enrolled in other English As A Second Language classes. These orientations were presented in Spanish and French as well as English and focused on an orientation to the educational system in the U. S. and specifically to the system at Rockland Community College. Educational and community resources were identified to address students' needs as well (See Appendix I).

The master counselor/assessment specialist also developed and implemented four workshops for the newly arrived students. They were Americans: their values, customs and expectations; Test taking strategies; Everything you always wanted to know about college in the U.S.A.; Financial Management. The language interchange program for students studying in English As A Second Language and American students who were studying a foreign language was continued successfully for another year (See Appendix J).

Additional referral counseling to deal with personal and/or academic issues was also provided to project clientele in French and Spanish and/or English.

IV. STAFF DEVELOPMENT

Developmental activities were conducted to help the project staff develop specific instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director and Associate Director in August, 1984, and meetings were conducted by the Project Director and Project Consultant (Dr. Janet R. Brown) in the Fall, 1984 and the Spring, 1985 for members of the professional staff. A major focus of the sessions with the Consultant was the universal competency assessment system established at the college and the implications of this system for the Special Services Project. Project staff also participated in workshops provided by Rockland Community College.

Bi-weekly staff meetings were held throughout the academic year. In addition, the counselor-tutors/interns received training in weekly training sessions led by the Associate Director. Resource materials for curriculum development in the English As A Second Language courses and the College Skills courses were also provided for the staff.

Project Staff participated in the following faculty development activities:

Dr. Margaret Martin - Director

1. Publications:
   "Special Services Project Report - 1983-1984". Rockland Community College, Suffern,N.Y. September, 1984.

2. Presentations, Consultations, Training:
   a. Member of Commission on Higher Education/Middle States Association Team 1983 - 1985.
   b. "Teaching the Disabled." Presented at Faculty Development Workshop, R. C. C. June, 1985.
   c. Member of Task Force on Assessment of Effectiveness: Developmental Programs in Post-secondary Occupational Education, SUNY Two Year College Development Center, Albany, N.Y., 1984.

3. Offices held:
   Corresponding Secretary, New York Metropolitan Association for Developmental Education, 1984-1985.

4. Committees served:
   a. Task Force on Competency Assessment, R.C.C., 1981-1985.
   b. Task Force on Learning Disabled, R.C.C., 1982-1985.
   c. Task Force for Communication Center, R.C.C., 1984-1985.
   d. Committee for Students in Academic Difficulty, R.C.C., 1984-1985.
   e. Search Committee, College Skills, R.C.C., 1984-1985.

5. Conferences/Workshops Attended:
   a. "Educational Standards, Testing and Access, " ETS Invitational Conference, N.Y.C., October, 1984.
   b. National Association for Developmental Education Annual Conference, St. Louis, Mo., March, 1985.
   c. National Council of Educational Opportunities Associations Policy Seminar, Washington, D.C., March, 1985.
   d. Leadership Development Training Conference, Howard University, Washington, D.C., March, 1985.
   e. New York Metropolitan Association for Developmental Education, N.Y.C., April, 1985.
   f. "Planning to Work With the Regents Action Plan", R.C.C., June, 1985.
   g. "ESL/College Skills: Introduction to CAI Materials , R.C.C., June, 1985.
   h. "Prospects for World Order", R.C.C., June 1985.

Mary Ann Kezmarsky - Associate Director

1. Presentations/Consultation/Training:
   "Conflict Resolution, Expanding Your Repetoire", Presented at NJ/NECEL and NJ/ACENIP Conference for Women Administrators, Caldwell College, N.J., May, 1985.

2. Offices held: Professional and Community:
   a. Coordinator of Counseling Psychology Doctorial Assoc., Seton Hall University, N.J., 1984-1985.
   b. Member of Task Force on Assessment of Effectiveness: Developmental Programs in Post-secondary Occupational Education, SUNY Two Year College Development Center, Albany, N.Y., 1984.

3. Committees served:
   a. Faculty Senate, R.C.C., 1984-1985.
   b. EOP Advisory Board, R.C.C., 1984-1985.
   c. CAI Users Committee, R.C.C., 1984-1985.
   d. Search Committee, College Skills, R.C.C., 1984-1985.

4. Conferences/Workshops Attended:
   a. "Treatment of the Borderline Personality", Character Disorder Foundation, N.Y.C., November, 1984.
   b. "Counseling Adult Survivors of Incest", AACD, N.Y.C., April, 1985.
   c. Association for Equality and Excellence in Education Conference, Atlantic City, N.J., April, 1985.
   d. "Advanced Group Leadership Training", American Health Care Institute, Newark, N.J., June, 1985.
   e. "ESL/College Skills: Introduction to CAI Materials", R.C.C., June, 1985.

Terence Hannigan - Master Counselor/Assessment Specialist

1. Presentations/Consultation/Training:
   "R.C.C. Workshops for International Students", Suffern, N.Y., Spring Semester, 1985. "Americans Their Values, Customs And Expectations," "Test Taking Strategies," Everything You Always Wanted to Know About Colleges In The U.S.A.," "Financial Management".

2. Committes Served:
   Global Perspectives Committee, R.C.C., 1984-1985.
   Search Committees, Special Services, R.C.C. 1984-1985.

3. Conferences/Workshops attended:
   a. New York State Counseling Association Conference, Grossingers, N.Y., November 4-6, 1984.
   b. American Association of Counseling and Development Annual Conference, New York, N.Y., April 2-5, 1985.

Cleta Ciulla - Master Counselor/Assessment Specialist

1. Conferences/Workshops Attended:
   a. "Adolescence and Suicide." Fair Oaks Hospital, N.J., Spring, 1985.
   b. "Why Marriages Fail - Psychoanalytic Perspective." Rutgers University, N.J., Spring, 1985.
   c. "Problems of L.D. College Students and Programs to Meet Their Needs". Orton Dyslexia Society, N.Y.C., Spring, 1985.
   d. "Three Approaches to Treatment of Eating Disorders." Englewood Hospital, N.J., Spring, 1985.

David Stern - Project Instructor

1. Presentations/Consultation/Training:
   a. "Freire Meets ESL. "Presented at NYS TESOL (New York State Teachers of English to Speakers of other Languages) Conference, Tarrytown, N.Y., October, 1984.
   b. "Freirian Approaches to ESL." Presented at TESOL '85 (International Teachers of English to Speakers of other Languages) Annual Convention, New York, N.Y., April, 1985.
2. Committees served:
   a. Global Perspectives Committee, R.C.C. 1984-1985.
   b. Search Committee, Special Services, R.C.C., 1984-1985.
3. Conferences/Workshops Attended:
   a. "Language and Literacy: Liberating the LEP Student." William Paterson College, Wayne, N.Y., October, 1984.
   b. "Freirian Approach," "Critique of Freirian Philosophy," Queens College Community Language Project Spring, 1985. Workshop Series, Flushing, N.Y.

c. "Preparing the Limited English Proficient Adult for Employment: A Bilingual Vocational Training Workshop sponsored by the U.S. Department of Education Office of Vocational and Adult Education, New York, N.Y., 1984.

d. Educational Visitation to ESL Programs in California, January, 1985. Visits included: YMCA Refugee Services ESL Program, San Francisco, Alemany Community College, San Francisco, San Francisco Community College District Headquarters, De Anza College, Cupertino and AKTOS, Carmel.

e. "Educating Rita," R.C.C. 1985.

f. "ESL/College Skills: Introduction to CAI Materials," R.C.C., 1985.

g. "Holistic Scoring," R.C.C., June, 1985.

h. "Planning to Work With the Regents Plan," R.C.C., June, 1985.

i. "Authoring C.A.I.," R.C.C., June, 1985.

j. "Prospects for World Order, R.C.C., June, 1985.

Jean Bushelon - Project Instructor

1. Presentations/Consultations/Training:
   a. "Language Arts: Curriculum Coordination and Instruction". Presented at the New York College Learning Skills Association Conference, Niagara Falls, N.Y., April, 1985.
   b. "Study Strategies". Presented to Returnees In Search of Education, R.C.C., November, 1984.
2. Committees Served, Professional and Community:
   a. Search Committee, College Skills, 1985.
3. Conferences/Workshops Attended:
   a. New York State Reading Association, Kiamesha Lake, N.Y., November, 1984.
   b. Conference on Learning Disabled, N.Y.C., November, 1984.
   c. Writing Across the Curriculum, Faculty Development Workshop, R.C.C., January, 1985.
   d. New York Metropolitan Association for Developmental Education Conference, N.Y.C., April, 1985.
   e. "ESL/College Skills: Introduction to CAI Materials," R.C.C., June, 1985.

f. "Planning to Work With The Regents Action Plan," R.C.C., June, 1985.
g. "Authoring CAI," R.C.C., June, 1985.
h. "Teaching the Disabled," R.C.C., June, 1985.

Geraldine Rosen - Project Instructor

1. Presentations/Consultations/Training:
"Language Arts: Curriculum Coordination and Instruction". Presented at New York College Learning Skills Association, Niagara Falls, N.Y., April, 1985.
2. Committees served, Professional and Community:
Search Committee, College Skills, R.C.C., 1984-1985.
3. Conferences/Workshops Attended:
a. Conference on the Learning Disabled, N.Y.C., November, 1984.
b. New York Metropolitan Association for Developmental Education, N.Y.C., April, 1985.
c. "ESL/College Skills: Introduction to CAI Materials", R.C.C., June, 1985.
d. "Authoring CAI", R.C.C., June, 1985.
e. "Teaching the Disabled", R.C.C., June, 1985.

Project staff for 1984-1985 included the following person:

Director	Dr. Margaret Martin
Associate Director	Mary Ann Kezmarsky
Master Counselor/ Assessment Specialists	Cleta Ciulla Terence Hannigan
Assistant to the Project Director	Patricia Diamond
Instructors	Jeanette Bushelon Geraldine Rosen David Stern
Counselor/Tutors	Kathleen Brown Catherine Davis Monica Di Grado Anita Kessler Cynthia McCollie - Lewis Karen O'Connell Deborah Short Randi Weinstein Marjorie Zemek

SUMMATIVE EVALUATION

The achievement of students enrolled in College Skills courses in the areas of reading, writing and mathematics during the 1984-1985 academic year will be described in this section.

READING

Students' performance was assessed in both the fall and spring semesters on both the Descriptive Tests of Language Skills (DTLS) and the Nelson Denny Reading Test. The DTLS serves as the reading assessment instrument for all students entering Rockland Community College, while the Nelson Denny has been used in College Skills as an assessment device since the program's inception. Both measures were administered as pre and posttests in both semesters of the academic year.

DTLS Results

During the fall semester, the College Skills (CS) students as a whole made a statistically significant average gain (See Table 1). All segments of the College Skills population, that is, those taking the full skills program, both higher and lower level groups, and those taking a partial program, made statistically significant gains. It is reasonable to conclude that these results are not explainable by chance.

The spring semester results, presented in Table 2, indicate that the College Skills group as a whole, and the sub-group of students taking a full skills program, made statistically significant gains. The lower level full skills program students, a particularly small group, showed no pre to posttest score difference. The sub-group enrolled in a partial skills program made some gain in average scores, but the magnitude of the gain proved non-significant statistically.

Students in the Special Services Project (SSP) made statistically significant gains, across all sub-groups in the fall semester. (See Table 3). During the spring semester, the students did not demonstrate gains on the DTLS (See Table 4). It should be noted that this is not the first academic year in which the fall cohort achieved on a higher level than did the spring cohort of students. Overall, the spring group started with lower average DTLS scores and made less progress than did the group that entered in the fall.

A comparison of the achievement of College Skills students who were and were not in the Special Services Project is provided in Table 5. The ineligible students were not different from the other students in the College Skills classes either in their initial levels of skills or in their general pattern of achievement. The score differences noted in Table 5 are minor.

Students who remained in the College Skills classes throughout the academic year showed substantial gains in their reading scores. (See Table 6)

Table 1
DTLS Pre to Posttest Raw Scores of College Skills for Fall Semester, 1984

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
All College Skills Students	140	17.13	4.58	20.28	5.64	17.80 **
Full Skills Program Higher Level	88	18.97	3.58	22.21	5.15	5.42 **
Full Skills Program Lower Level	13	12.31	3.15	17.23	6.78	5.75 **
Partial Skills Program	39	14.46	4.79	16.95	5.50	3.19 **

** p < .01

Table 2

DTLS Pre to Posttest Raw Scores of College Skills Students, Spring Semester, 1985

Group	N	Pretest Mean	SD	Pretest Mean	SD	t
All College Skills Students	85	15.68	5.96	18.34	5.68	3.57
Full Skills Program-Higher Level	51	17.11	5.00	20.13	4.81	3.18
Full Skills Program-Lower Level	8	13.21	1.88	13.25	3.37	.07
Partial Skills Program	26	13.74	5.21	15.70	6.56	1.38

** $p < .01$

Table 3

DTLS Pre to Posttest Raw Scores of Special Services Project College Skills Students for Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
College Skills SSP Students	90	16.52	5.35	19.46	5.91	4.06
SSP-Full Skills Program Higher Level	50	18.94	3.87	21.96	4.68	5.32
SSP-Full Skills Program Lower Level	12	12.17	3.24	17.92	6.60	3.34
SSP-Partial Skills Program	28	13.29	4.14	16.43	6.79	3.12

** $p < .01$

Table 4

DTLS Pre to Posttest Raw Scores of Special Services Project College Skills Students, Spring Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
SSP College Skills Students	45	16.85	4.64	17.65	5.48	1.06
Full Skills Program Higher Level	28	18.53	4.05	19.60	4.24	.86
Full Skills Program Lower Level	3	15.00	0.0	12.00	2.00	0.0
Partial Skills Program	14	13.07	3.97	14.21	5.38	.98

Table 5

DTLS Pre to Posttest Raw Scores of College Skills Students in Fall and Spring Semesters, 1984-85

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
Fall Semester:						
All College Skills Students	140	17.73	4.58	20.28	5.64	17.80 **
All SSP Students	90	16.52	5.35	19.46	5.91	4.06 **
Ineligible Students	50	18.37	3.96	21.80	4.71	4.62 **
Spring Semester:						
All College Skills Students	85	15.68	5.96	18.34	5.68	3.57
All SSP Students	45	16.85	4.64	17.65	5.48	1.06
Ineligible Students	40	15.04	5.22	19.02	5.87	3.70 **

** $p < .01$

Table 6

DTLS Pre and Posttest Scores
of College and Special Services Project
Students Enrolled in Fall and Spring Semesters,
1984 - 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	43	14.86	4.30	17.55	5.29	3.74 **
All SSP Students	31	14.93	4.69	16.36	5.35	2.41*

* $p < .05$ **$p < .01$

Nelson Denny Reading Test Results

The Nelson Denny Reading Test, Form E. was used as a pre and posttest in both the fall and spring semesters. The results for the total group of College Skills students are described as well as the results for the students in Special Services Project.

Tables 7 and 8 which contain the vocabulary scores for the fall and spring semesters reveal that the total group of College Skills students made statistically significant average gains in both semesters. This was also true for the higher level group enrolled in a full skills program and for the group enrolled in a partial program. The most academically vulnerable was the small group of lower level full skills program students. The group's initial skill levels in the spring were markedly lower than the levels typical of beginning students. While those six students did make progress, at the end of the semester their achievement level was still substantially lower than the average levels of the skills students.

Tables 9 and 10 contain the vocabulary scores of College Skills students in the Special Services Project. These groups as a whole, the higher level full skills program, and the partial program groups made statistically significant gains in both the fall and spring semesters. The very small group of students with low level initial reading scores made minimal gains. Their scores were markedly different from those of the skills group considered as a whole.

Table 7

Nelson-Denny Reading Test Pre to Posttest
Vocabulary Raw Scores of College Skills students
Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills	119	23.14	8.12	29.41	9.20	7.82 **
Full Skills Program Higher Level	79	23.29	8.41	29.72	9.99	11.50 **
Full Skills Program Lower Level	-	-	-	-	-	-
Partial Skills Program	40	22.88	7.68	27.40	9.30	3.53 **

** $p < .01$

Table 8

Nelson Denny Reading Test Pre to Posttest Vocabulary
Raw Scores of College Skills Students
Spring Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	77	23.27	9.57	29.17	12.41	7.17 **
Full Skills Program Higher Level	46	25.06	9.34	29.14	13.25	6.97 **
Full Skills Program Lower Level	6	12.33	4.32	16.66	8.43	1.57
Partial Skills Program	25	21.85	8.21	28.77	13.25	3.96 **

* $p < .05$ ** $p < .01$

Table 9

Nelson Denny Reading Test, Pre to Posttest Vocabulary Scores, Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
College Skills SSP Students	71	21.72	6.88	27.45	8.35	5.43 **
SSP-Full Skills Program Higher Level	43	21.70	6.82	27.84	8.82	6.48 **
SSP-Full Skills Program Lower Level	–	–	–	–	–	–
SSP-Partial Skills Program	28	21.29	7.29	25.64	8.97	3.38 **

Information on the part-time or full-time status of 7 SSP students was not available

** $p < .01$ * $p < .05$

Table 10

Nelson Denny Reading Test Vocabulary
Raw Scores of Special Services Project
College Skills Students, Spring Semester,
1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
SSP College Skills Students	40	21.85	9.09	26.56	11.12	4.61 **
Full Skills Program Higher Level	24	24.12	8.24	29.79	11.01	4.10 **
Full Skills Program Lower Level	3	10.33	3.05	11.00	3.00	.32
Partial Skills Program	13	18.84	7.74	23.07	8.17	2.27 *

* $p < .05$ ** $p < .01$

Data in Tables 11 and 12 show that the total group of College Skills students, and all sub-groups, made statistically significant average comprehension score gains in both the fall and spring semesters. It should be noted that the lower level group in the full skills program at the end of the semester had reached a level similar to the initial skill levels of other sub-groups.

Tables 13 and 14 contain the results of the analysis of Special Services Project students' comprehension scores. The fall cohort of students, both as a total group and in each of the sub-groups, made statistically significant average gains. The spring cohort's total and full skills program higher level groups' gains were statistically significant. The lower level full skills program groups' initial and final average scores were obviously different from those of the skills population as a whole.

Nelson Denny Total reading scores showed significant gains for the total group and for all sub-groups in both the fall and spring semesters. (The grade equivalents of the raw scores confirms that substantial progress was made in reading skill development.) The lower level full skills program group's posttest scores were lower than the pretest scores of the rest of the skills groups.

Results for students in the Special Services Project shown in Tables 17 and 18 for the fall and spring semesters show a similar picture of accomplishment. The gains in total reading scores were significant for all sub-groups with the exception of the lower level full skills program group.

Table 11

Nelson Denny Reading Test Pre to Posttest
Comprehension Raw Scores of College Skills Students,
Fall Semester, 1984

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
All College Skills	135	24.47	8.81	30.47	9.17	6.40 **
Full Skills Program Higher Level	79	25.57	8.96	32.37	8.82	7.56 **
Full Skills Program Lower Level	10	15.40	6.74	23.80	10.26	2.77 *
Partial Skills Program	46	24.20	8.19	28.30	8.74	3.26

* $p < .05$ ** $p < .01$

Table 12

Nelson Denny Reading Test Pre to Posttest Comprehension
Raw Scores of College Skills Students,
Spring Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	76	26.19	8.69	32.18	10.34	5.39 **
Full Skills Program Higher Level	45	28.13	7.92	33.20	10.93	3.13 **
Full Skills Program Lower Level	6	17.33	4.13	24.33	6.12	3.21 **
Partial Skills Program	25	24.46	9.47	31.69	9.71	4.02 **

* $p < .05$ ** $p < .01$

Table 13

Nelson Denny Reading Test, Pre to Posttest
Comprehension Raw Scores of Special Services Project
College Skills Students
Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t	
College Skills SSP Students	85	22.26	8.32	28.42	9.17	6.85	**
SSP-Full Skills Program Higher Level	43	23.28	8.48	30.00	9.04	6.10	**
SSP-Full Skills Program Lower Level	9	15.56	7.13	23.78	10.88	2.41	*
SSP-Partial Skills Program	33	22.85	7.68	27.64	8.58	2.94	**

Information on the part-time or full-time status of 8 SSP students was not available.

* $p < .05$ ** $p < .01$

Table 14

Nelson Denny Reading Test Pre to Posttest Comprehension Raw Scores of Special Services Project College Skills Students, Spring Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
SSP College Skills Students	39	27.23	9.07	31.74	11.51	2.66 **
Full Skills Program Higher Level	24	28.16	7.82	33.08	12.35	1.94 *
Full Skills Program Lower Level	3	18.00	2.00	22.00	3.46	1.73
Partial Skills Program	12	27.66	11.43	31.50	10.34	1.67

* $p < .05$ ** $p < .01$

Total 15

Nelson Denny Reading Test Pre to Posttest
Total Reading Scores, Fall Semester, 1984

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
All College Skills	120	48.28 (GE=7.4)	14.28	60.22 (GE=9.4)	15.30	11.53 **
Full Skills Program Higher Level	79	48.86 (GE=7.5)	14.71	62.03 (GE=9.7)	15.46	10.88 **
Full Skills Program Lower Level	–	–	–	–	–	–
Partial Skills Program	41	47.61 (GE=7.4)	13.62	56.73 (GE=8.8)	14.57	4.68 **

** $p < .01$

Table 16

Nelson Denny Reading Test Total
Raw Scores of College Skills Students
Spring Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All College Skills Students	77	49.46 (GE=7.5)	15.05	61.39 (GE=9.6)	19.59	7.46 **
Full Skills Program Higher Level	46	53.66 (GE=8.1)	13.82	64.42 (GE=9.9)	19.41	5.24 **
Full Skills Program Lower Level	6	29.66 (GE=3.9)	4.84	41.33 (GE=6.0)	12.19	2.84 *
Partial Skills Program	25	46.84 (GE=7.2)	14.99	61.92 (GE=9.7)	19.13	4.79 **

* $p < .05$ ** $p < .01$

Table 17

Nelson Denny Reading Test, Pre to Posttest
Total Reading Scores of Special Services
Project College Skills Students,
Fall Semester, 1984

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
College Skills SSP Students	76	43.28 (GE=6.4)	14.49	54.66 (GE=8.4)	16.75	4.60 **
SSP-Full Skills Program Higher Level	43	44.91 (GE=6.8)	13.21	57.91 (GE=9.0)	15.49	5.20 **
SSP-Full Skills Program Lower Level	5	–	–	–	–	–
SSP-Partial Skills Program	28	45.93 (GE=7.0)	11.84	56.25 (GE-8.6)	11.59	4.05 **

**p < .01

Table 18

Nelson Denny Reading Test Pre to Posttest
Raw Scores of Special Services Project
College Skills Students Spring Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
SSP College Skills Students	39	49.08 (GE=7.5)	16.27	58.27 (GE=9.0)	19.88	3.90 *
Full Skills Program Higher Level	24	52.29 (GE=7.9)	13.82	62.87 (GE=9.8)	20.55	3.11 **
Full Skills Program Lower Level	3	21.66 (GE= 3.7)	7.76	22.50 (GE= 3.7)	11.92	.34
Partial Skills Program	12	46.33 (GE=7.0)	18.67	54.91 (GE=8.4)	13.19	3.03

* $p < .05$ * $p < .01$

A comparison of the achievement of College Skills students who were and were not in the Special Services Project is provided in Table 19. In the fall semester, as might be anticipated, the students in the Special Services Project had a somewhat lower initial average reading score than the ineligible students' mean. In the spring semester, no initial difference was noted in the mean scores of the two groups. In all cases, substantial gains in mean scores were found.

Table 19

Nelson Denny Pre to Posttest Total Raw Scores of College Skills Students in Fall and Spring, 1984-85

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
Fall Semester:						
All College Skills Students	125	48.28 (GE=7.4)	14.28	60.22 (GE=9.4)	15.30	11.53 **
All SSP Students	76	43.28 (GE=6.4)	14.49	54.66 (GE=8.4)	16.75	4.60 **
Ineligible Students	49	53.04 (GE=8.0)	15.51	64.57 (GE=10.0)	16.19	7.25 **
Spring Semester:						
All College Skills Students	76	49.46 (GE=7.5)	15.05	61.39 (GE=9.6)	19.59	7.46 **
All SSP Students	39	49.08 (GE=7.5)	16.27	58.27	19.80	3.90 **
Ineligible Students	37	49.97 (GE=7.7)	14.37	64.65 (GE=10.1)	20.03	6.55 **

**$p < .01$

The scores of students who remained in College Skills in both semesters of the academic year are reported in Table 20.

Table 20
Nelson Denny Reading Test, Pre to Posttest Scores, of College Skills and Special Services Project Students Enrolled in Fall and Spring Semester, 1984-1985

Score/Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
Vocabulary						
All College Skills Students	32	19.59 (GE= 6)	5.17	33.59 (GE=10.5)	13.62	6.65 **
All SSP Students	22	19.13 (GE=6.5)	5.41	32.86 (GE=10.4)	12.54	5.64 **
Comprehension						
All College Skills Students	41	19.78 (GE=5.5)	5.93	33.53 (GE=10.5)	11.52	7.91 **
All SSP Students	29	19.93 (GE=5.5)	6.32	33.00 (GE=9.7)	12.53	5.83 **
Total						
All College Skills Students	32	39.53 (GE=5.8)	8.80	67.28 (GE=10.3)	21.48	8.01 **
All SSP Students	22	39.18 (GE=5.6)	10.54	66.13 (GE=10.2)	21.12	6.55 **

** $p < .01$

The pattern noted of lower pretest scores for the group of students who continue enrollment throughout the academic year in the skills program is evident in the Nelson Denny averages presented in Table 20. Patterns of gain that yield posttest scores at or greater than the means of the group as a whole and of subgroups studied should be noted.

In summary, the reading gains on the Nelson Denny are noteworthy and suggest that College Skills is indeed having an impact on students' reading skills. A positive picture is found in DTLS scores also. The Nelson Denny Reading Test has, over the years proven to be a sensitive measure of reading sub-skills and of gains.

WRITING

Students' writing competency was assessed through the English Placement Examination's writing sample. This test, administered to Rockland Community College's incoming students, served as a pretest and placement indicator for students. The students' writing samples were scored holistically by a team of trained readers. Each writing sample was scored twice, independently, with the sum of the two scores serving as an individual's score. Native English speaking students whose scores fell below the level established for competency were assigned to College Skills courses. Students' posttests produced at the end of their semester in College Skills, were scored in the same manner.

The results of the skills group as a whole are reported for the fall semester in Table 21 and for the spring semester in Table 22. The pretest scores of the fall and spring cohort were quite similar and their gains were also similar, with all group's gains except one being statistically significant. The scores are also similar to those of the student cohort of 1983-84. While there was some gain in writing skills on the average, there is still need for further improvement.

Tables 23 and 24 contain the pre to posttest score data of the students in the Special Services Project in the fall and spring semesters. The spring semester cohort's initial score averages were slightly lower than those of the fall cohort and their gains were somewhat greater in three of the four sub-groups. This mixed picture of gain underscores this population's need for instruction in writing, confirming the appropriateness of the students' placement in the skills program.

Table 21

Writing Sample, Pre to Posttest Scores
of College Skills Students,
Fall Semester, 1984

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
All College Skills Students	140	4.67	1.27	5.28	1.37	5.06 **
Full Skills Program Higher Level	88	5.02	1.13	5.52	1.33	3.15 **
Full Skills Program Lower Level	12	3.54	1.13	4.46	1.61	1.92 *
Partial Skills Program	40	4.23	1.33	4.93	1.25	3.29 **

* $p < .05$ ** $p < .01$

Table 22

Writing Sample Pre and Posttest Scores of College Skills Students, Spring Semester, 1985

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t	
All College Skills Students	85	4.58	1.26	5.51	1.45	5.80	**
Full Skills Program Higher Level	51	4.84	1.22	5.78	1.43	4.36	**
Full Skills Program Lower Level	8	3.50	.75	4.00	1.30	1.32	
Partial Skills Program	26	4.38	1.26	5.42	1.27	3.57	**

** $p < .01$

Table 23

Writing Sample, Pre to Posttest Scores
Special Services Project Students,
Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
College Skills SSP Students	90	4.72	2.25	4.99	1.37	.70
SSP-Full Skills Program Higher Level	50	4.92	1.12	5.30	1.34	1.89 *
SSP-Full Skills Program Lower Level	2	3.50	1.17	4.33	1.61	1.83
SSP-Partial Skills Program	28	4.18	1.42	4.71	1.27	1.93 *

* $p < .05$

Table 24

Writing Sample, Pre to Posttest Scores
Special Services Project Students,
Fall Semester, 1985

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
SSP College Skills Students	46	4.36	1.32	5.34	1.49	4.15 **
Full Skills Program Higher Level	20	4.75	1.29	5.67	1.46	3.14 **
Full Skills Program Lower Level	3	3.00	0.0	3.00	0.0	0.0
Partial Skills Program	15	3.93	1.16	5.20	1.26	2.80 **

** $p < .01$

Table 25

Writing Sample, Pre to Posttest Scores of Special Services Project and College Skills Students, Fall and Spring Semesters, 1984-85

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
Fall Semester:						
All College Skills Students	140	4.67	1.27	5.28	1.37	5.06 **
All SSP Students	90	4.72	2.25	4.99	1.39	.70
Ineligible Students	50	4.92	1.18	5.73	1.22	3.88 **
Spring Semester:						
All College Skills Students	85	4.58	1.26	5.51	1.45	5.80 **
All SSP Students	46	4.36	1.32	5.34	1.49	4.15 **
Ineligible Students	39	4.82	1.14	5.69	1.39	4.05 **

** $p < .01$

The relative writing levels and achievement of College Skills students who were and were not included in the Special Services Project are contained in Table 25. Again, the needs of the fall SSP cohort for additional writing instruction is clear while the overall picture is one of improved skills.

Table 26 contains the average scores and analyses for students who remained in the skills program throughout the academic year.

Table 26

Writing Sample Pre and Posttest Scores of College Skills and Special Services Project Students Enrolled in Fall and Spring Semesters

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
All College Skills Students	43	4.25	1.23	5.39	1.25	4.76 **
All SSP Students	31	4.18	1.28	5.39	1.43	4.72

** $p < .01$

Students who continued their enrollment in the skills courses for the full academic year made some progress in developing their writing skills. Clearly, there is need for additional improvement based on the average scores and gains. In the writing area, as well as in the reading area (noted above) these students' average pre-test scores were lower than those of the skills group as a whole, while their posttest scores were similar.

The overall picture of writing skills which emerge from the data is one of some gains as students are enrolled in the College Skills classes. Need for basic writing skill instruction for this population is evident. It is also clear that gains have been made in skill building.

MATHEMATICS

Students whose mathematics placement tests scores indicated that they had not yet reached the levels established as indicators of competency were assigned to Mathematics Skills 065. This course has been designed for students with special remedial and developmental skill needs and operates on a highly individualized basis. Students are assigned work on modules based upon their area of diagnosed need. Their progress is carefully monitored and their final grades reflect the degree to which they have mastered the content. In order to receive a P grade a student had to complete the modules assigned and to achieve 100% accuracy on the tests associated with each module. An IP grade was assigned to those students who had made significant progress in their work and were close to completing their assigned modules. Students who had not demonstrated sustained effort and had therefore not made satisfactory progress were assigned a U (Unsatisfactory) grade.

Table 27 contains the results of the fall semester and Table 28 those of the spring semester. The levels of P and IP grades are similar to those of the 1983-84 academic year, i.e. 83% in the fall semester and 76% in the spring semester, compared with 82% and 79% in the current year. In the fall semester, the percentage of acceptable grades is lower for the SSP group than for the College Skills group as a whole, indicating their greater levels of need. Overall, substantial progress in mathematics skills acquisition has occurred for the skills students in Mathematics Skills 065.

Table 27

Number and Percentage of Students
Receiving Grades in Mathematics CS 065,
Fall Semester, 1984

Group	Grades P N	P %	IP N	IP %	U N	U %
All College Skills Students	127	53	70	29.3	42	17.6
SSP Students	13	48.2	10	37.0	4	14.8

Table 28

Number and Percentage of College Skills Students
Receiving Grades in Mathematics 065 in
Spring Semester, 1985

Group	Grades P N	P %	IP N	IP %	U N	U %
All College Skills Students	81	52.6	41	26.6	32	20.8
SSP Students	9	52.9	45	29.5	3	17.6

ENGLISH AS A SECOND LANGUAGE

A significant part of the Special Services Project is the delivery of developmental and remedial instruction to those students for whom English is a non-native language. This instruction, which includes instruction in oral and written English, is carried out on the main campus of Rockland Community College and at three off-campus learning centers.

Students' placement in sections of classes, and subsequent instructional emphases, is determined by performance on the English Placement Examination (that is by a writing sample and by scores on the Descriptive Tests of Language Skills (DTLS). During the fall semester, a limited number of students took both the pre and posttest. Instructors judged the students' readiness to take the examination as a pretest, based both on interview and observation of their skill levels.

Data presented in Table 29 indicate that the students who took both the pre and posttests made small gains, on the average, in their reading scores. Their gains were greater in writing (See Table 30), where a statistically significant gain was achieved, indicating that the magnitude of the gain found cannot be explained by chance.

During the spring semester, there were no students who took both the pre and the posttest. The posttest only scaled score mean found on the DTLS was 4.93 (SD = 4.69). The raw score equivalent is approximately 17. The writing sample posttest mean was 3.82 (SD = 1.74). The total of 387 cases which figured in these calculations was highly variable, as indicated by the standard deviation. The level achieved by the spring group was somewhat lower than that of the fall group. However, the fall group data was based on a very limited number of cases, less than 5% of the total group of SSL students. Given this limitation of the data, conclusions cannot be readily reached.

The instrument that has been used over many years as both a pre and posttest of skills in English is the English Language Institute Test. Only cases for whom both pre and posttest scores were available were included in the analyses. Considerably more students were scored by the program than the numbers in the tables reveal. Table 31 contains pre and posttest data for the fall semester, while Table 32 contains the spring data. One of the most striking things about the data is the clear indication of great variability in the skill levels of the students in the various program sites, both in the fall and in the spring. With the exception of the Haverstraw Center, the pattern of achievement was considerably higher in the spring than in the fall semester. The pre to posttest gains were statistically significant for all sites during the spring semester. It seems reasonable, given these data, to conclude that there have been some gains in the overall English language skills of the ESL groups. The fall scores are generally similar to those that have been reported over the years, while the spring scores, overall, are somewhat higher than scores have usually been both at the pre and posttest points.

Data presented in Table 33 and Table 34 indicate that the students who were enrolled on Main Campus, Spring Valley and Haverstraw in both the fall and spring semester and who took both the pre and posttests also made statiscally significant gains. Again the gains were less for students at the Haverstraw Center. The data from Nyack was not sufficient for statistical analysis.

Table 29

DTLS Pre to Posttest Scaled Scores *
of English as a Second Language
Special Services Project Students,
Enrolled in Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All SSL/SSP	15	5.80	6.74	5.87	2.88	.46
ESL/SSP Full-time	10	3.20	5.63	5.50	2.88	1.21

* Raw score equivalents for all ESL/SSP: Pretest = 18, Posttest = 18
Raw score equivalents for ESL/SSP Full-time students: Pretest = 13, Posttest = 17

Table 30

Writing Sample Pre to Posttest Scores
of English as a Second Language
Special Services Project Students
Enrolled in Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All ESL/SSP	15	3.80	1.01	5.00	1.36	3.06 **

** $p < .01$

Table 31

English Language Institute Test Pre to Posttest Scores of English as a Second Language Special Services Students Enrolled in Fall Semester, 1984

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
All ESL/SSP	99	19.59	16.39	27.32	14.46	3.52 **
Main Campus	17	19.88	20.58	37.37	8.37	3.25 **
Haverstraw Center	38	17.81	11.90	22.42	11.37	1.72
Nyack Center	5	13.60	14.35	19.39	15.29	.616
Spring Valley Center	39	22.03	16.21	29.46	14.43	2.185 *

** $p < .01$

Table 32

English Language Institute Test Pre to Posttest Scores of English as a Second Language Special Services Students Enrolled in Spring Semester, 1985

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t
All ESL/ SSP	99	29.13	14.56	32.15	13.36	4.45 **
Main Campus	26	39.84	7.89	42.28	4.91	2.00 *
Haverstraw Center	25	15.88	11.98	18.96	11.84	1.97 *
Nyack Center	8	17.25	10.48	22.62	12.93	5.11 **
Spring Valley Center	40	31.57	12.60	35.85	10.52	2.83 **

* $p < .05$ ** $p < .01$

Table 33

English Language Institute Test Scores
of all ESL Students Continuing in
Program, Fall to Spring Semesters, 1984-85

Group	N	Pretest Mean	SD	Posttest Mean	SD	t
Main Campus	36	27.77	13.42	40.80	7.43	6.30 **
Spring Valley	77	26.94	12.24	33.62	18.59	7.38 **
Haverstraw	21	12.42	11.16	16.66	10.90	2.08 *
Nyack	1	36.00	_	44.00	_	_

* $p < .05$ ** $p < .01$

Table 34

English Language Institute Test Scores of
ESL Special Services Program Students
Continuing in Program, Fall to Spring
Semesters, 1984-85

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t	
Main Campus	12	27.66	15.77	42.66	4.53	3.80	*
Spring Valley	31	21.54	12.78	29.22	13.07	5.62	**
Haver-Straw	16	16.68	11.39	16.18	11.16	1.77	**
Nyack	0	-	-	-	-	-	

* $p < .05$ ** $p < .01$

VI. SUMMARY AND RECOMMENDATIONS

The target population for the Special Services Project which was selected through needs assessment represented a large population of minority students who were educationally disadvantaged or had limited English language skills and who were low-income first generation college students. Comprehensive services including assessment and advisement, classroom instruction, individualized learning activities, group counseling and individual referral counseling, and tutoring were provided. A major indicator of the effectiveness of the Special Services Project has been the increase in students' performance.

Each of the areas considered in the evaluation section is summarized and some recommendations are posed.

Reading

Special Services Project students in College Skills courses enrolled in the fall semester and those enrolled in both the fall and spring semesters showed statistically significant gains across all subgroups on the pre to posttest, Descriptive Tests of Language Skills (DTLS). However, during the spring semester the students did not demonstrate gains on the DTLS. It should be noted that this is not the first academic year in which the fall cohort achieved a higher level than did the spring cohort of students. Overall, the spring groups started with lower average DTLS scores and made less progress than did the group that entered in the fall. It is also important to note that in comparision with the DTLS scores of Special Services Project/College Skills students in the past year the 1984-85 cohort showed lower pretest scores than the fall 1983 group.

During both the fall and spring semesters the students' scores on the Nelson-Denny Reading Test Form E also were different on the whole from pre to posttesting. However, the lower level full skills students did not make significant gains in either semesters. Partial students enrolled in the spring semester also did not improve significantly from pre to posttesting.

With the added evaluation component of examining the progress of students placed in the various Communication Skills modules within College Skills, it is now evident that these students in the lower module are very different from the others in the program. The pre and posttest scores on both the DTLS and the Nelson-Denny Reading Test are consistently lower than the other subgroups. It will be important to determine through project evaluation in 1985-86 whether a similar pattern exists. The results could impact on plans for curriculum and program development and the length of time (contact hours and number of semesters) that students may need remedial/developmental services.

It is also noteworthy that as in 1983-84 students in College Skills who were ineligible for the Special Services Project did not have significantly different pre and post scores than the Special Services Project students. This suggests that while those students might not have met the first generation and low income criteria for project eligibility they did meet the educational criteria. Therefore, some of these students may need similar support services as students in the Special Services Project.

Due to the fact that sufficient data was not available to evaluate the progress in reading and writing of students enrolled in English As A Second Language courses during the 1984-85 project year no conclusions can be reached. However, with the adoption of college-wide assessment and placement in the Fall 1985, data should become available for evaluation in 1985-1986.

Writing

The pre to posttest scores in writing for Special Services Project students improved significantly for students enrolled in the higher module of the full skills program and in the partial skills program in the fall semester. In the spring semester statistically significant growth was evident in all subgroups except for the students enrolled in the full skills program lower module.

Students who continued their enrollment in skills courses for the full academic year made significant progress in developing their writing skills. In the writing area these students' average pretest scores were lower than those of the skills group in a whole, while their posttest scores were similar.

The overall picture of writing skills which emerge from the data is one of some gains as students are enrolled in the College Skills classes. Need for basic writing skill instruction for this population is evident. It is also clear that students enrolled in the lower module of the full skills program may need additional reinforcement in writing.

Mathematics

A total of 82% of the Special Services Project students received a P (Pass) or IP (In Progress) grade in Mathematics Skills in the fall semester and 79% received a P or IP in the spring semester. The level of the P or IP grades is similar to those of the 1983-84 academic year. It is important to note that a consistent pattern of achievement was met while the range of the entering levels on the Mathematics Placement Examination for placement in Mathematics Skills 065 for the fall semester decreased from 0 - 27 to 0 - 24. Those students who scored from 25 - 27 were permitted to enroll concurrently in Mathematics Intensive - MA 101 and Mathematics Module - CS 049. It appears that efforts to encourage students' attendance and task - oriented responses to the mediated self paced activities are contributing to the picture of student achievement.

Continued follow - up studies of those students who receive IP's is also recommended. Additional tutoring and counseling might be provided for those students who are at high risk in not completing Mathematics Skills.

English As A Second Language

Students enrolled in English As A Second Language courses were tested for their facility in English usage on the English Language Institute test as both a pre and posttest. Special Services Project clientele enrolled in the spring semester or enrolled in the fall and spring semesters made statistically significant gains. However, significant growth on the English Language Institute Test was not indicated for students enrolled in the fall semester in Haverstraw or Nyack. Future evaluation which compares the entering levels and progress of students on Main Campus with those in other Local Learning Centers should be continued to determine whether a trend emerges. Various curriculum and support services may be necessary for the different clientele.

In each of the skill areas examined, there is evidence of improvement. Data show that those students who enter College Skills or English As A Second Language with higher pre scores in reading and writing tend to make greater progress and are able to complete the course requirements more quickly than those with lower entering scores. There was some consistency noted in the results of this academic year with those of earlier years, suggesting that the 1984-85 cohort is likely to do as well as earlier groups of students as they progress at Rockland Community College.

By further examining the sub groups of students in College Skills and the groups enrolled in English As A Second Language at the various Local Learning Centers it appears that the Special Services Project population may include some students who need support beyond that which is currently provided by the project.

Students entering the college with the lowest levels of proficiency in reading, writing and English language skills seem to need more time to progress in skill development. Future evaluation should also examine other characteristics of these students to determine what types of instructional and counseling services may be needed.

A P P E N D I C E S

Special Services Project Report
Rockland Community College
1984 - 1985

Appendix A

Competence Assessment

To ensure that all students are placed into coursework appropriate to their skills, Rockland Community College has a policy of universal assessment for placement in English and mathematics courses. The English Assessment consists of an evaluation of reading comprehension and a writing sample on a given topic. Students may be placed in English Composition, College Skills, or English as a Second Language courses. The Mathematics Assessment includes a computation section which students are required to take and an algebra section which students are encouraged to take. Students may be placed in Mathematics Skills, College Mathematics, Intermediate Algebra, or one of the more advanced courses offered by the Mathematics Department.

First-Time College Students

- All entering students who have not previously attended college and are planning full-time enrollment (12 or more degree credits) should take the English and Mathematics Placement Examinations as soon as possible after acceptance into the College but before registration for courses. This includes students enrolling at local learning centers and sites.
- An entering student does not have to take the English Placement Examination if, in the judgment of the English as a Second Language (ESL) faculty coordinator or College Skills instructor, the student cannot perform on the test and is to be placed into a beginning section of ESL or Communication Skills (CS011, or CS071 or CS072) with no other courses. A waiver form for the EPE must be signed by the ESL coordinator or College Skills instructor and filed in the Office of the Director of Assessment and Placement.
- Part-time students who intend to register for a credit-bearing mathematics course must take the Mathematics Placement Examination

(continued)

prior to enrolling in such courses regardless of number of credits earned.
- Part-time students who intend to register for their first English language course (College Skills, English as a Second Language, or English 101) or Business Correspondence (EN 110, BU 110) must take the English Placement Examination prior to enrollment regardless of number of degree credits earned.
- All other part-time students enrolling for less than 12 credits will be required to take the English and Mathematics Placement Examination prior to registering for their sixteenth degree credit.

Transfer Students

- In accordance with the College's policy on Advanced Standing, transfer students may be exempt from the English and/or Mathematics Placement Examinations based on a review of their previous academic record. However, students applying to specific programs may be required to take English and/or Mathematics Placement Examinations.

Retaking Placement Tests and Appeals Procedure

- Students are allowed to take the English and/or Mathematics Placement Examination only once for each semester's placement. Only those sections of the examination necessary for placement in specific courses need to be retaken.
- Students who wish to appeal the placement decision in English or Mathematics should obtain information regarding the appeals procedure from the Office of Assessment and Placement. ■

Appendix B

Needs Assessment - Special Services

1984 - 1985

The initial phase of needs assessment was handled through the Rockland Community College Competency Assessment process. Services included the administration and scoring of the English Placement Examination (Writing Sample and DTLS Reading Test) and the Mathematics Placement Examination (Arithmetic and Algebra). The scores of students placed into College Skills were referred to the College Skills staff for the seco phase of assessment to accomplish the following:

1. To provide information for placement in the Special Services Project.
2. To provide test results which will enable the staff to place students in the appropriate level of Communication Skills.
3. To provide basic general information to the student regarding College Skills.
4. To provide the staff with general information about the student's educational and vocational interests and background.
5. To assist the students with course selection and college registration.
6. To refer any students for assistance in securing financial aid.

SCHEDULE FOR FALL, 1984

Assessment for Fall, 1984 took place on the following dates:

May 15, 16, 17, 21,22, 1984

June 26, 1984

August 28, 29, 30, 1984

September 4, 5, 10, 11, 12, 13, 1984

SCHEDULE FOR SPRING, 1985

December 11, 12, 13,14,17, 1984

January 23, 24, 25, 28, 29, 1985

February 4 - 8, 1985

PROCESS

Students were assigned appointment times by the Assistant to the Project Director. Each day divided into morning and afternoon sessions (9:00 - 11:30 a.m. and 1:00 - 3:00 p.m.) to accommodate 18 students per session or a total of 36 students per day.

Activities were as follows:

1. Conference with Communication Skills instructor during which test results, placement and salient points of College Skills were discussed.

2. 15-20 minute meeting with counselor-tutor to fill out paperwork for registration.

3. 15-20 minute meeting with counselor or paraprofessional for course advisement, financial aid, etc.

4. 10 minute meeting with counselor-tutor or paraprofessional for completion of registration materials.

STAFF RESPONSIBILITIES

ASSOCIATE DIRECTOR - SPECIAL SERVICES PROJECT

1. Coordinate College Skills faculty and staff activities as they relate to needs assessment process.

2. Assign professionals and paraprofessionals for needs assessment.

3. Disseminate math placement decisions to appropriate instructors.

4. Discuss with Communication Skills faculty the final placement decisions prior to individual conferences when necessary.

5. Keep on file all tests and writing samples, distribute them to appropriate instructors, both for needs assessment and also class purposes, and return them to the Office of Assessment.

6. Maintain records of needs assessment participants, scores and placement decisions.

7. Arrange conferences for above students.

8. Be available throughout needs assessment period for trouble-shooting.

9. Secure advisement packets and advisement cards for all students.

10. Keep on file all registration packets.

11. Keep accurate Master Schedule tally of number of students enrolled in all College Skills sections and Psychology/ Counseling Seminars which are coordinated with College Skills - day and evening programs.

12. Inform all counselors of registration and advisement procedures and schedules for College Skills Program.

COMMUNICATION SKILLS INSTRUCTORS

1. Determine placements within College Skills.

2. Conduct conferences with students.

3. Provide counselor with written record of placement in Communication Skills.

4. Assist in record-keeping.

PARAPROFESSIONALS AND COUNSELOR-TUTORS

1. Assist students in completing registration forms.

2. Record names of students enrolling in College Skills sections and Psychology/Counseling Seminars.

PLACEMENT GRID - COLLEGE SKILLS

DTLS Form D

WRITING	READING SCALED SCORE	RAW SCORE	PLACEMENT
0 - 2	1-3	1-12	CS 011
0 - 2	4-7	13-17	CS 012
3 - 4	1-3	1-12	CS 012
0 - 2	8+	18-19+	CS 013
3 - 4	4-7	13-17	CS 013
6 - 7	0-3	1-12	CS 013
3	8+	18-19+	CS 014
4	8-9	18-20	CS 014
6 - 7	4-8	13-18/19	CS 014
4	10+	21+	CS 040/041

5/9/85

ROCKLAND COMMUNITY COLLEGE

Scaled scores

PLACEMENT DETERMINANT

WRITING SAMPLE	DTLS (SCALED SCORE)	PLACEMENT
11 or 12	21-25	EN 101 Honors
11 or 12	11-21	EN 101
8-10	11-25	EN 101
8-11	1-10	EN 101 and CS 029
6 or 7	11 or better	EN 101 and EN 890 or EN 101 International and EN 891
6 or 7	9-10	EN 101 EGR and CS 029 and EN 890
6 or 7	below 9	College Skills or ESL
less than 6	1-25	College Skills or ESL

from Andrea

5-5-85

NEEDS ASSESSMENT STAFFING

FALL,1984 Semester 9:00 - 11:30 a.m. and
1:00 - 3:30 p.m.

May 15, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood
Neal Levy	Terrance Hannigan
Gerry Rosen	Mary Ann Kezmarsky
Pat Steinley	Jeff Peters
	Counselor-Tutors
	Cleta Ciulla
	Susan Smith

May 16, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood
Neal Levy	Terrance Hannigan
Gerry Rosen	Mary Ann Kezmarsky
Pat Steinley	Jeff Peters
	Counselor-Tutors
	Cleta Ciulla
	Cathy Davis

May 17, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood
Neal Levy	Terrance Hannigan
Gerry Rosen	Mary Ann Kezmarsky
Pat Steinley	Jeff Peters
	Counselor-Tutors
	Cleta Ciulla
	Marge Zemek

NEEDS ASSESSMENT STAFFING - cont'd

May 21, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood
Neal Levy	Terrance Hannigan
Gerry Rosen	Mary Ann Kezmarsky
Pat Steinley	Jeff Peters
	Counselor-Tutors
	Cleta Ciulla

May 22, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood
Neal Levy	Terrance Hannigan
Gerry Rosen	Mary Ann Kezmarsky
Pat Steinley	Jeff Peters
	Counselor-Tutor
	Cleta Ciulla

June 26, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood
Neal Levy	Terrance Hannigan
Gerry Rosen	Mary Ann Kezmarsky
Pat Steinley	Jeff Peters
	Counselor-Tutor
	Cleta Ciulla

August 28, 1984

Instructors	Counselors
Gerry Rosen	Andrea Bythewood
	Terrance Hannigan
	Mary Ann Kezmarsky
	Jeff Peters
	Counselor-Tutor
	Cleta Ciulla

NEEDS ASSESSMENT STAFFING - cont'd

August 29, 1984

Instructors	Counselors
Neal Levy	Andrea Bythewood Terrance Hannigan Mary Ann Kezmarsky Jeff Peters
	Counselor-Tutors
	Cleta Ciulla

August 30, 1984

Instructors	Counselors
Jean Bushelon	Andrea Bythewood Terrance Hannigan Mary Ann Kezmarsky Jeff Peters
	Counselor-Tutors
	Cleta Ciulla

September 4,5,6,10,11,12,13, 1984

Instructors	Counselors
Jean Bushelon Neal Levy Gerry Rosen Pat Steinley Anita Umansky	Andrea Bythewood Terrance Hannigan Mary Ann Kezmarsky Jeff Peters
	Counselor-Tutors
	Cleta Ciulla

NEEDS ASSESSMENT STAFFING

Spring, 1985 Semester 9:00 - 11:30 a.m. and
1:00 - 3:30 p.m.

December 11, 1984

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy
Kate Hickey
Pat Steinley
Anita Umansky

Counselors

Jeff Peters
Terrancy Hannigan
Mary Ann Kezmarsky

Counselor-Tutors

Kathi Brown
Trish O'Neill

December 12, 1984

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy
Pat Steinley

Counselors

Jeff Peters
Terrance Hannigan

Counselor-Tutors

Kathi Brown
Trish O'Neill

December 13, 1984

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy
Kate Hickey

Counselors

Jeff Peters
Terrance Hannigan
Mary Ann Kezmarsky

Counselor-Tutors

Kath Brown
Cleta Ciulla
Trish O'Neill

December 14, 17, 1984

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy

Counselors

Jeff Peters
Terrance Hannigan
Mary Ann Kezmarsky

Counselor-Tutors

Kathy Brown
Cleta Ciulla

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NEEDS ASSESSMENT STAFFING cont'd

January 23, 1985

Instructors	Counselors
Jean Bushelon	Jeff Peters
Gerry Rosen	Cleta Ciulla
Neal Levy	Terrance Hannigan
	Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown
	Cathy Davis

January 24,25, 1985

Instructors	Counselors
Jean Bushelon	Jeff Peters
Gerry Rosen	Cleta Ciulla
Neal Levy	Terrance Hannigan
	Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown
	Marge Zemek

January 28, 1985

Instructors	Counselors
Jean Bushelon	Jeff Peters
Gerry Rosen	Cleta Ciulla
Neal Levy	Terrance Hannigan
	Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown
	Bridie Halpin

January 29, 1985

Instructors	Counselors
Jean Bushelon	Jeff Peters
Gerry Rosen	Cleta Ciulla
Neal Levy	Terrance Hannigan
	Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown
	Karen O'Connell

NEEDS ASSESSMENT STAFFING cont'd

February 4 - 8, 1985

Instructors	Counselors
Jean Bushelon	Jeff Peters
Gerry Rosen	Cleta Ciulla
Neal Levy	Terrance Hannigan
	Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown

MK:pbd
5/10/85

Appendix C

_____
Semester

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK 10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York and _____ _____
Name Address

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, study skills and mathematics.

2. _____ wishes to improve his/her skills in reading, writing, study skills and mathematics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. _____ would like to take advantage of whatever financial aid is available to him/her.

_____
Date

Revised
8/7/84

Now therefore it is mutually agreed by the parties as follows:

1. ATTENDANCE: The student will diligently prepare all assignments, will arrive on or before the beginning of each class, will attend the entire class period and participate in class activities while they are in session.

2. JOBS: Rockland Community College may provide a job on campus starting at $3.45 per hour for up to 20 hours a week while class is in session.

   If Rockland Community College provides a job, the student agrees to arrive at designated place and time and diligently perform the services required. To the extent possible Rockland Community College will assign work in the student's selected field of interest.

3. FINANCIAL AID: Rockland Community College administers various types of financial assistance. Students may contact the Financial Aid Office to determine eligibility for these grants.

4. ROCKLAND COMMUNITY COLLEGE: will provide qualified instructional and counseling personnel, and necessary facilities for scheduled classroom work.

5. ACADEMIC CONTENT AREAS: The student and instructor will identify objectives and write contracts for each course in College Skills and for each Counseling Seminar. These contracts must be completed satisfactorily.

_____

(For Rockland Community College)

_____

Student Signature

MK:pbd
revised
8/7/84

Appendix D

SPECIAL SERVICES PROJECT - CURRICULUM PROJECTS

Project to Develop Instructional Materials in Reading for Special Services Project Students in College Skills

Project to Develop Counseling Materials for Coping Skills Seminars for Special Services Project Students

Project to Develop Counseling Materials for Coping Skills Seminars for Special Services Project Students

Project to Develop Instructional Materials in Writing for Special Services Project Students in College Skills

Project to Develop Counseling Materials for Coping Skills Seminars for Special Services Project Students

Project to Develop Computer Assisted Instructional Materials for Special Services Project Students

Appendix E

COLLEGE SKILLS TAXONOMY - INVENTORY

August, 1984

Geraldine Rosen

I. Materials for Classroom Instruction

II. Materials for Teacher Reference/Class Instruction

III. Reference Materials for Instructors

- A. Computer Assisted Instruction
- B. Learning Disabilities
- C. Eric Reports
- D. Adult Literacy
- E. Miscellaneous

IV. List of Communication Skills and Recommended Materials

I MATERIALS FOR CLASSROOM INSTRUCTION

Title of Material	Level	Author	No. of Copies
Write Me A Ream	012 013	Kunts & Viscount	15
Basic Skills in Grammar	012	Alger (Cambridge Book Co)	
Level I			10
Level II		" "	35
Comp Lab Exercise	012 013	Epes,Kirkpatrick Southwell	22
Dictionary Drills	012 013	Fry (Jamestown Pub)	
American Heritage Dictionary (accompanies Dictionary Drills)			38 30
Reading Drills		Fry (Jamestown Pub)	13
Passages C Passages A Passages B	012 013 014		
Tactics II In Reading	013 014	Hills,Brechen, Dougherty,Kinder	18
66 Passages To Learn To Read Better	012 013	Sach, Yourman	11
88 Passages To Develop Reading Comprehension	013 014	Gilmore,Sach,Yourman	11
100 Passages To Develop Reading Comprehension	014	Sach, Yourman	12
Reader Booklets			12
Question Booklets			13
Improving Reading Ability	014	Stroud, Ammons Bomman	7
Developing Reading Versality	013 014	Adams	39
Comprehension Skills	013	Jamestown	
Advanced Level	014		24
Understanding Vocabulary			47
Understanding Main Idea			25
Making An Inference			46
Isolating Details and Recalling Specific Facts			12

Title of Material	Level	Author	No. of Copies
A Skill At A Time	013 014	Pauk	
Book I - Vocabulary In Context			15
Book II - Using the Signal Words			15
Book III - Understanding Figurative Language			
Book V - Reading Between the Lines			15
Book VI - Getting the Main Point			15
Vocabulary	014	Dunn Rankin	17
Standard Text Lessons In Reading		McCall Crabbs	
Book A	012		60
Book B	012		57
Book C	013		58
Book D	013		81
Book E	014		82
Book F	014		74
Cloze Connections		Boning (Barnell, Loft)	
Level E	013		5
Level F	013		5
Level G	013		5
Level H	014		5
Level I	014		4
Spelling 1500		Hook	
1st Edition	013		3
2nd Edition	013		18

Title of Material	Level	Author	No. of Copies
Better Spelling	013	Brown, Pearsall	23
Building College Spelling Skills	014	Crosby, Emery	38
A Prescriptive Spelling Program		Wittenberg (Barnell, Loft)	
Book I	011		20
Book II	012		20
Book III	012		20
Spellbound	011 012		45
Reading Tactics		Niles, Dougherty Nemory (Scott, Foresman)	
Book A	012		23
Book B	013		12
Book C	014		11
Book D	014		24
Book E	014		8
Book F	014		7
Times Readings		Jamestown	
Book 3- Grade 6			12
Book 4- Grade 7			27
Book 5- Grade 8			25
Book 6- Grade 9			26
Book 7- Grade 10			23
Book 8- Grade 11			25
Book 9- Grade 12			22
Book 10- College Level			27
Grassroots		Fawcett-Sandburg	
Form A	012 013		6
Form B	012 013		16

Title of Materials	Level	Author	No. of Copies
World of Vocabulary		Rauch & Clements	
Book 1	011 012		3
Book 2	012		6
Book 3	013		18
Book 4	013		20
Troubleshooter Series		Benner	
Book 1 - Sound Out	011-012		2
Book 2 - Sound Off			2
Book 3 - Spelling Action			2
Book 4 - Word Attack			2
Book 4 - Word Mastery			1
Book 5 - Word Mastery			6
Book 6 - Punctuation Power			2
Book 6 - Sentence Strength			1
Book 7 - Punctuation Power			3
Book 8 - English Achievement			2
College Reading Skills Series	014	Jamestown, 2nd Edition	
Selections from The Black			
The Olive Book -			14
The Brown Book			13
The Purple Book			14
Topics for the Restless			21
Six Way Paragraphs Middle Level	012 013	Jamestown	20
Six Way Paragraphs Advanced Level	013 014	Jamestown	21
English Mastery Book I	012	Jewel Varnado	5

Title of Material	Level	Author	No. of Copies
English Practice for Mastery Book II	012	Jewel Varnado	27
English Practice for Mastery		Jewel Varnado	
Book III	013		8
Activities for Reading Improvement		Norman Schacter John K. Whelan	
Book I	012		5
Book II	012		12
Book III	013		9
Concise English Workbook	012 013	H. Guth	15
Connections & Contexts	013 014	Hymanson	42
Writing Logically	013 014	Berbrich	19
The Writer's Studio	012 013	Rizzo	11
Correct Writing			
Form A	013	Butler, Hickman, Overby	16
Form B	014	Butler, Hickman, Overby	18
Vocabulary Resources for the College Student	013	Leving	8
Mini Grammar Series	012 013	Roberts	-
I The Simple Sentence		Roberts	6
III The Independent Clause		Roberts	6
IV The Dependent Clause		Roberts	6
VII Subject-verb Agreement		Roberts	6
VIII Problems with Pronouns		Roberts	6
IX Frequent Sentence Errors		Roberts	4
Vocabulary Workshop		Shostak	
Level A	013		21
Level B	013		8
Level C	014		6
Level D	014		6
Level E	014		16

II MATERIALS FOR TEACHER REFERENCE/CLASS INSTRUCTION

Teacher's Reference Shelf

I. Reading

Through The Paragraph - Schwarts Mann & Kowalski

Reading Skills For Young Adults - Niles

Better College Reading - Zuckerman & Wojcik

Psychology of Reading - I. Taylor, M. Taylor

Readability - Gilliland

Investigations Relating To Mature Reading - Twenty-First Yearbook of the National Reading Conference

College Reading: Problems & Programs of Junior and Senior Colleges - Twenty-First Yearbook of the National Reading Conference

Breaking The Reading Barrier - First and Second Edition - Gilbert

Probe: College Development Reading - Glock, Bender, Labot

Test Lessons In Reading and Reasoning - McCall, Smith

Reading Achievement - Reiter

Steps To Reading Proficiency - Phillips and Sotiriou

Efficient Reading - Revised Edition - Brown

Basic Skills For Effective Reading - Wief

Reading Power - Brown

How To Read Better and Faster - Lewis

Reading Power - Second Edition - Brown

Developing College Reading - Third Edition - Jacobus

Improving College Reading - Fourth Edition - Jacobus

College Reading - Maher and Lenier

College Reading - Book I - Lenier and Maher

Helping Special Student Groups-New Directions For College Learning Assistance - L. Wilson, Editor

Expanding Learning Through New Communications Technologies - New Directions for College Learning Assistance, C. Krupper, Editor

Efficient and Flexible Reading - McWhorter

Breaking Through - Smith

Be A Better Reader - Fifth Edition - Smith

Reading As Thinking - Gedanke & Kropp

"Learn", Inc - Rapid Comprehension Through Effective Reading - Stauffer and Bug

Occupational Reading - Waters

Reading Tests & Teachers - A Practical Guide - R. Schreena Ed.

Informal Reading Inventories - Johnson & Kress

Test Lessons In Reading Figurative Language - McCall, Smith,Palmer

Learning Disabilities With Emphasis On Reading - An Annotated Bibliography - Lee and Berger

An Introduction to the Cloze Procedure - An Annotated Bibliography - McKenna and Robinson

Approaches To The Informal Evaluation of Reading - Pikulski, Shanaban

Diagnostic & Criterion Referenced Reading Tests - Review and Evaluation L. Schell, Editor

Reading Interaction - The Teacher - The Pupil - The Materials -IRA

Applied Linguistics and Reading - R. Scafer, Editor

Linguistic Theory: What Can It Say About Reading - R. Shuy, Editor

Reading Comprehension At Four Linguistic Levels - C. Pennock,Editor

Linguistics, Psycholinguistics and the Teaching of Reading - An Annotated Bibliography - Third Edition - K. Goodman & Y.Goodman

II. Study Skills

The Houghton Mifflin Study Skills Handbook - J. Shepherd

Making It In College - Sullivan, Shulman & Cooper

Reading And Study Skills - Second Edition - Langua

Packways - A Guide To Reading and Study Skills - Gilbart

College Reading and Study Skills - McWhorter

Academic Preparation For College-What Students Need To Know and Be Able To Do - The College Board

Improving Reading & Study Skills - New Directions for College Learning Assistance - Algier, Edit.

Teaching and Learning Basic Skills - Roseman, Fisk & Roehl

How To Study - Seventh Edi. Staton

College Study Skills - Shepherd - First & Second Edition

Discovering College Reading, Thinking & Study Skills - Cohen & Poppin

III. Vocabulary

Vocabulary For College Reading and Writing - Peet & Coomber

A Course On Words - Sweet, Kneedsvig

Basic Usage, Vocabulary, & Composition - Willis & Quinn Fourth Edit.

Building A College Vocabulary - Licklider

College Vocabulary Skills - Shepherd

Mastering Word Skills - Dictionary, Thesaurus, Vocabulary - Kingsley & Heffner

IV Computers - Focus: Computer Literacy

Computers In The English Classroom - Standiford, Joycox, Auter

Telematics and Informatics - Singh, Editor

Computer Applications In Reading - Sec. Edi. Mason, Blanchard & Daniel

Extending Learning Through New Communications Technologies - C.Knapper Editor

V. Language - Knowledge and Use

Reading And The Bilingual Child - An IRA Reading Aids Series

Language Differences - Do They Interfere? IRA - Loffey & Shuy

Teaching Reading In Compensatory Classes - Calfee & Drumm, Editors

VI. Miscellaneous

Theories of Learning - Bower & Hilgard

The Almanac of American Politics - 1984 - Barone & Ujifusa

Reading and The Law, R. Harper, G. Kilarr, Editors

The ABC's of Classroom Discipline - Baruth & Eckstein

"Educating A Profession: Competency Assessment" American Association of Colleges For Teacher Education

The American Freshman: National Norms for Fall, 1983 - Astin, Green, Kara and Maier

Helping Special Student Groups - L. Wilson, Editor

Improving Speaking and Listening Skills -R.B.Rubin,Editor

The New Liberal Arts - An Exchange of Views - An Occasional Paper from the Alfred P. Sloan Foundation - J.D. Koener

A Directory - Based On A Survey of Writing Support Systems - SUNY-Council of Writing

VII. Writing Materials - Literature, Culture

Interrelations of Literature - Barricelli & Gibaldi

The Presence of the Word - Ong

An Anthology for Young Writers - Meredith
The Role of Literature In Reading Instruction - Cross Cultural Views -
The Role of Literature In Reading Instruction - Cross Cultural Views - D. Strickland, Editor

Ethnic Perspectives In American Literature - R.J.DiPietro and E.Ifjovic Editors

A Glossary of Literature and Composition - Lazarus and Smith

Three American Literatures - H.Baker Jr. Editor

The Black Resources Guide - 1982 Edition

Teaching Women's Literature From A Regional Perspective - L.Hoffman and D. Rosenfelt, Editors

Bookstrap Literature: Preliterate Societies Do It themselves - Wendell

A Grin On The Interface - Word Processing for The Academic Humanist - A.T. McKenzie, Editor

Introduction To Literature . Altenberad & L. Lewis

Best Short Stories - Jamestown Publishers

Minorities In American Higher Education - Cestin

Literature - Thrid Edition - Hogias

Ethnic Groups In The U.S. - The Sixty-First American Assembly - November 12-15, 1981

Minority & Disadvantaged Students In Postsecondary Education

VIII. Writing Materials - Language and Literacy

Language Connections=Writing and Reading Across The Curriculum - Fulweiler & Young, Editors

Famous Last Words: The American Language Crisis Reconsidered - Daniels

Language As Social Semiatic - Halliday

Attitudes Towards Language Variation - E. Ryan & H. Giles,Editors

Language and Social Knowledge - Berger & Bradac

How Language Works - Heatherington

Montage: Investigations In Language - Sparke & McKowen

Literacy In The Open-Access College - Richardson, Fisk & Okun

Literacy As A Human Problem - J. Raymond, Editor

Literacy For Life - The Demand For Reading and Writing - R.Bailey & R. Foshem Editors

Literacy For America's Spanish Speaking Children - IRA Reading Aids Series

IX. Writing Materials - Classroom Instruction - Teacher Use

The Writing Lab - Second Edition - Weiner & Palmer

The Practicing Writer - Bell & Krammer

Creating Compositions - Fourth Edittion - Wiener

Clear Writing - Wood

Copy/Combine & Compose - Gonzales, Cruz, Thomson

At Your Command - Second Edition - Licklider

The Sentence - Smalin & Clayton

Combining Sentences - Rippon & Meyers

Sentence Skills - A Workbook For Writers- Second Edition - Langan

Sentences, Paragraphs & Essays - Second Edition - Hart & Heim

The Heath Basic Writer - Skunnick

A Plan For Writing - Second Edition - Bereton

Improving Writing - A Positive Approach - Casty, First & Second Edition

Basic Writing - A Practical Approach - Lorch - First & Second Editions

The Writing Clinic - Loewe

Writing As A Second Language - Danish

Resources For Conference Centered Writing - Second Edition - Doman

Shortcuts To Basic Writing Skills - Stiele

From Paragraph to Essay - Lewis

Sentences, Paragraphs and Essays - Hart/Heim

Errors And Expectations - Shoughnessy

Evergreen - Fawcett and Sandberg

Summary, Paragraph, Essay, Test Theme - Second Edition-Conlin

Writing Skills - Second Edition - Conlin

Growing In English Language Skills - Finochearo & Lavenda

Workbook For Writers - Second Edition - Milword & Bowie

The Least You Should Know About English - Second Edition - Glazier

Alpha II - A First Course In English Writing - Shepherd

Writing With A Purpose - Short Edition - McCrimmon

The Rhetorical Tradition & Modern Writing - Murphy

A Basis For Composition - Carson

Harbrace College Workbook - Form 9 A - Graham

Harbrace College Workbook - Form 9 B - Graham

Harbrace College Workbook - Form 9 C - Graham

Sentence Combining - A Composition Book - Second Edition - Strong

Sequence - A Basic Writing Course - Stephens

On Paper - A Basic Course In College Writing - Second & Third Editions, Smith

College Writing Skills - Langan

The Bare Essentials - Norton, Green Barole

The Random House Guide To Basic Writing - Schor & Fishman

New Handbook of Basic Writing Skills - Second Edition - Robey, Hedrich & Morgan

New Workbook of Basic Writing Skills - Second Edition, Robey, Kreps, Maloney, Hedrick & Morgan

Paragraph Composition - Levy

Foundation - Building Sentence Skills - Newburger

Get It In Writing - Bruington

Theory & Practice In The Teaching of Composition Processing, Distancing & Modeling - M. Myers & J. Gray, Editors

Teaching The Skills of Composition - grades 1 - 12 - Lindheim, Lettieri 7 Ruggles

The English Exercise Book - Eisenberg and Wiener

New Directions For College Learning Assistance - Improving Writing Skills - T. Hawkins, P. Brooks, Editors

English In The Eighties - T. Eagleson, Editor

New Directions For Composition Research - R. Beach & L. Bridwell, Editors

Process One - A College Writing Program - Bramer & Sealey

Focus - Photographs For Composition - Bobrow, A. Casmier, & S.Casmier

Concise English Workbook - Guth

Plain English Please - A Rhetoric - Fourth Edition - Cowan & McPherson

Patterns of Exposition - Decker

Hodges' Harbrace College Handbook - Hodges & Whitten -Sixth Edition & Ninth Edition

The Writer's Mind: Writing As A Mode of Thinking - J.Hays,P.Roth, J. Ramsey, R. Foulke, Editors

X. Reading and Writing

How To Read And Write - Forms 1 & 2, Second Series Form 1, Dodge

Rhetoric and Readings For Writing - Fourth Edition, Goss, Heard, McIntyre, Carroll

Reading, Writing, & Rhetoric - Fifth Edition - Hogias & Yarber

Writing Through Reading - Lewis/Forte

III. Reference Materials For Instructors

III. Reference Material for Instructors

A. Computer Instruction

B. Learning Disabilities

C. Eric Reports

D. Adult Literacy

E. Miscellaneous

A. Computer Assisted Instruction

Final three year report - 2-77 to 6-79

Pilot Project In Computer Assisted Instruction For Adult Basic Education Students
Great Neck Public Schools, Great Neck, New York

Assorted Publications:

Microcomputers in Education

M I S C O

Compress

Software and Reference Books

Focus: Teaching English Language Arts,

"Computers In Teaching English", Vol. IX, Spring 1983, No. 3

Articles

American Educator, "Transportation For The Mind" Lane Jennings

"Computers Encourage Pupils To Try, Try Againg"

B. Learning Disabilities

Texts

Bulletins of the Orton Society

1. Annals of Dyslexia - 1982
2. An Interdisciplinary Journal of Specific Language Disability 1980
3. An Interdisciplinary Journal of Specific Language Disability 1979

Dyslexia - Problems of Reading Disabilities - Goldberg & Schiffman

Learning Disabilities - Cruickshank, Marse, Johas

Teaching The Learning Disabled Adolescent: Strategies & Methods - Alley & Deshler

Tapes of the 1983 ACLD International Conference

Tapes of the 1984 ACLD International Conference

Tapes of the 1984 Orton Society Conference

Summaries of the above two conferences.

The Learning Management Systems: The Writing Skills Program - Panman and Panman

"Raising Dyslexics to the College Level" - J. Lewis

Catalogs On Materials For The Learning Disabled

Bordinaro Study of the Learning Disabled

Serving The Learning Disabled Child In New York State - Nov. 1980

Head/Closer Look Resource Center - Fact Sheets

A Talking Mouth Speaks - About Learning Disabled College Students Chesler

College Level Programs For The Learning Disabled - Moss & Fox

Steps to Independence for People With Learning Disabilities- Brown

1983 ACLD International Conferences - Twentieth Anniversary

New York City Technical College - Special Services Program: Students With Learning Disabilities

"A Manual For Teachers of Students With Disabilities"
"A Directory of Resources For The Learning Disabled Adult"
"Common Errors In The Writing of Depgraphic Students"

The Exceptional Parent Magazine

Psyscans: Journal of Clinical Psychology

1983 ACLD Post-Secondary Night Services for Learning Disabled Students: A Survey of Participants

Reports on Orton Society Meetings

Report on the Learning Disabled Student In Higher Education - CUNY - April, 1983

SETRC - Orange-Ulster B.O.C.E.S. - Information and Training On Education of Handicapped Children

Materials From Experience Based Career Education Center - Salt Lake City, Utah

C. Eric Reports

Developing Educational Program For the High Risk Secondary School and College Student - Blum and Spanehl

Student Alienation, Student Behavior and The Urban Schools - C. Ascher

Eric References On Equal Opportunity In Institutions of Higher Education.

Eric References On The Minority Elderly

Eric References On Compensatory Education

Assessment, Implementation, & Evaluation of College and University Programs

Planned Variations: Indices of Existing Components, Evaluation. Implementation, Intervention Strategies

Research and Remedial/Developmental Programs

Developmental Versus Regular Communication Students

Proceedings: Conference Reports on Compensatory/Remedial Education- 1974 - 1976

EFL - Guidelines For Proficiency

Evaluation - Upward Bound

Planned Variations - Executive Summary - Special Services Project and Upward Bound

Academic Consortia

State Planning For The Disadvantaged At Community Colleges

Evaluation - HEOP

Remedial Reading Students' Introductory College Course Grades

Conference Proceedings - Ohio Developmental Education Conference - 1975

D. Adult Literacy - Learning

Literacy Volunteers

The Sociolinguistic Context of Literacy Programs - A Review of Non-A Review of Non-Formal Adult Literacy Programs In AID - S. Hoben

Adult Education Materials - Coping Skills, Adult Basic Education, GED Preparation, College Preparation, English As A Second Language

The Adult Illiterate Speaks Outs: Personal Perspectives On Learning To Read and Write NEA

Adult Basic Education

Assorted Materials on Adult Literacy - GED Preparation

E. Miscellaneous Reference Materials

Curriculum Aids For Teachers In The School Service Program of The New York Times

Basic Skills Program At CUNY, City Colleges of Chicago

Assorted Journals - Community and Junior College - 1983-84,

Journal of Developmental and Remedial Education

Improving College Teaching

Journal of National Association for Women Deans, Administrators and Counselors, IRA

IV. Listing of Communication Skills and Recommended Materials

IV. Listing of Communication Skills and Suggested Materials

A. Vocabulary

B. Grammar

C. Writing Skills

D. Reading Skills

A. Vocabulary

Levels 011 and 012

Dictionary Drills - Fry
Getting Started - Bauer
On The Way - Bauer
Full Speed Ahead - Bauer
World of Vocabulary - Rauch & Weinstein - Bks 1, 2, 3,
Prescriptive Spelling Program - Barnell Loft
Spellbound - Rak
Activities For Reading Improvement - Schachter & Whelan - Unit 3 and at the end of each chapter.
Reading Tactics - Scott Foresman - Book A - (Context - Pgs. 9 - 25 Structure pgs 27-57, Dictionary pgs 61 - 77 - Figurative Language pgs 183 - 191)

Grassroots - Fawcett & Sandburg- Homonyms - pgs 205-212
Vocabulary In Context - Pauk pgs. 1 - 18
Understanding Vocabulary - Middle Level - Jamestown
Vocabulary Workshop - Shostak - Level B

Level 013

World of Vocabulary - Books 3 and 4
Understanding Vocabulary - Advanced Level
Better Spelling - Beowa/Pearsall
Dictionary Drills
Spelling 1500 - Harcourt Brace Jovanovich
Vocabulary In Context Pgs 19 - 24
Vocabulary Resources For The College Student - Levine

Level 013 cont'd

Vocabulary Workshop - Level C

Activities For Reading Improvement Book II - Unit 3 and at the end of each chapter.

Tactics In Reading II - Niles, Bracken, Dougherty, Hinder

Context - pgs 13-20

Structure - pgs 21-30

Sound - pgs 31-34

Dictionary - pgs 35-40

Reading Tactics - Book B

(Context - pgs 9 - 23 - Structure pgs 25-53, Dictionary pgs 57-75 Figurative Language pgs 177-189)

Understanding Figurative Language - Pauk pgs 9 - 25

Level 014

Reading Tactics - Book C

(Context pgs 9-24, Structure pgs 27-54, Dictionary pgs 57-78 Figurative Language pgs. 175-184)

Reading Tactics - Book D -(Context pgs 9 - 22, Structure pgs 27-51 Dictionary pgs 53-77, Figurative Language pgs 165-183)

Reading Tactics - Book E - (Context pgs 9 - 21, Structure pgs 23-3 Dictionary pgs. 55-70, Figurative Language pgs. 175-188)

Reading Tactics - Book F -(Context pgs 9 -21, Structure pgs 23-31 Dictionary pgs 33 - 51, Figurative Language pgs 157-177)

Vocabulary In Context - pgs 25-62

Using The Signal Words - Pauk

Understanding Figurative Language pgs 26-62

Vocabulary Workshop - Levels D - 14

Tactics In Reading II - Context - pgs 13-20, Structure pgs.21-30 Sound pgs 31-34 - Dictionary pgs. 35-40

Connections and Contexts - Hymanson

B. Grammar

011-012

Grassroots - Fawcett, Sandburg
Books A and B

Comp-Lab Exercises - Epes, Kirkpatrick, Southwell

Basic Skills In Grammar - Books 1 and 2

English Mastery - Varnado - Book I

Mini-Grammar Series - The Simple Sentence, The Independent Clause, The Dependent Clause, Subject Verb Agreement, Problems with Pronouns, Frequent Sentence Errors

013

The Writer's Studio - Rizzo

Concise English Workbook - Guth

English Practice For Mastery - Book 2

Correct Writing - Form A

Grassroots

Comp-Lab Exercises

014

English Practice For Mastery - Varnado - Book 3

Correct Writing - Form B

C. Writing Skills

011-012

Write Me A Ream - Kunz/Viscount

014

Writing Logically

Unit I - Chronological, Spatial, Categorical Techniques to Organizing Ideas - pgs. 6 - 28

Unit VI- Writing Explanations That Will Describe and Clarify- pgs. 194-204

Unit VII - Writing About Values - pgs. 220-224

Unit VIII - Brainstorming - pgs. 266-272

Four major reasoning techniques -

1 - Second sight - pgs. 273-274

2 - Cause and effect - pgs 274-275

3 - Indication - pgs 276-277

4 - Rhetorical Question - pg. 321

Unit IX - Improving Sentences

1. Parelleiism - pg 318
2. Transitions - pg. 319
3. Graphic Images - pg. 320
4. Rhetorical Question - pg. 321

Unit XI - Diverse Ways of Developing The Essay - pgs 392 - 397

D. Reading Skills

012

Comprehensive Skills Series - Jamestown

Accompanied by tapes for each topic. This series focuses on the individual skills of main idea, supporting details, inference, conclusion and tone.

Standard Test Lessons In Reading - McCall/Crabbs - Books A & B

66 Passages To Learn To Read Better - Selections 1 - 20

Reading Tactics - Niles, Dougherty, Memory - Book A

Making Inferences - pgs. 79 - 100
Central Focus - pgs. 103 - 126
Relationships - pgs. 131 - 144
Judgments - pgs. 165 - 181

Timed Readings - Jamestown - Books 3 and 4

Selections 1 - 10

Activities For Reading Improvement- Book 1

Six Way Paragraphs - Pauk - Middle Level - Selections 1 - 10 (Black and Yellow Book)

013

Standard Test Lessons In Reading - Books C and D

Timed Readings - Books 4, 5, 6

Six Way Paragraphs - Paul - Middle Level (Yellow & Black Book)

Selections 10 - 100

Reading Drills - Fry - Level A and C

66 Passages To Learn To Read Better - Selections 20 - 66

Reading Tactics - Book B

Inference - pgs 77 - 101
Central Focus - pgs. 105 - 128
Relationships - pgs. 131 - 142
Judgments - pgs. 154-174

Reading Tactics - Book C

Inferences - pgs. 83 - 108
Relationships - pgs 127 - 141
Central Focus - pgs. 111 - 124
Judgments - pgs. 161-172

Activities For Reading Improvement - Book 2

Comprehension Skills Series - Advanced Level - Understanding Main Idea, Making An Inference, Isolating Details

014

Standard Test Lessons In Reading - Books E and F

Timed Readings - Books 6 - 10

Six Way Paragraphs - Advanced Level

88 Passages

Reading Drills - Fry - Levels A and Be selections

Activities For Reading Improvement - Book 3

Reading Tactics - Books D, E, F

Book D

Central Focus - pgs. 107 - 121
Inferences - pgs. 81 - 103
Relationships - pgs. 123 - 137
Judgments - pgs. 151 - 163

Book E

Central Focus - pgs. 105 - 118
Inferences - pgs. 75 - 101
Relationships - pgs. 121 - 130
Judgments - pgs. 151 - 172

Book F

Central Focus - pgs. 85 - 101
Relationships - pgs. 105 - 117
Judgments - pgs. 133 - 155
Inferences - pgs. 55 - 81

Developing Reading Versatility - Adams

Main Ideas - pgs. 140 - 148
Tone and Inferences - pgs. 323 - 246
Fact and Opinion - pgs. 192 - 212
Figurative Language - pgs. 287 - 297
Vocabulary Skills - pgs 9 - 39

Tactics In Reading II

Central Idea - pgs. 69 - 76

Details - pgs. 77 - 78

Inferences - pgs. 82 - 90

Relationships - pgs. 91 - 110

Judgments - pgs. 51 - 60

Topics For The Restless - Jamestown

Selections From The Black - Jamestown

One Skill At A Time - Getting The Main Point - Reading Between The Lines

A D D E N D U M

To

College Skills Taxonomy - Inventory

June, 1985

Geraldine Rosen

I. Materials for Classroom Instruction

II. Reference Materials for Instruction

- A. Computer Assisted Instruction
- B. Learning Disabilities
- C. Adult Literacy
- D. Miscellaneous

III. Inventory-Taxonomy of Materials In Haverstraw Learning Center

IV. Inventory-Taxonomy of Materials In Spring Valley Learning Center

V. Inventory-Taxonomy of Materials In Nyack Learning Center

I. MATERIALS FOR CLASSROOM INSTRUCTION

Title of Material	Level	Author	No. of Copies
Snapshots - Book 5	012	Cambridge Book Co.	17
Snapshots - Book 6	012	" "	12
Snapshots - Book 7	013	" "	13
Snapshots - Book 8	013	" "	13
Better Spelling - 3rd Edition	013 014	Brown	30
World of Vocabulary - Book 1	012	Rauch & Clements	18
World of Vocabulary - Book 2	012	" "	18
World of Vocabulary - Book 3	012	" "	18
World of Vocabulary - Book 4	013	" "	6
World of Vocabulary - Book 5	013	" "	18

II. REFERENCE MATERIALS FOR INSTRUCTORS

A. Computer Assisted Instruction

1. The Computer In Composition - Wresch
2. Computers and Composing - Halpern & Liggett
3. IBM PC Disks

   Word Attack

   Speed Reader II

   Spell It - Fadivison & Associates
4. Intellectual Software

   Module 1 - Parts of Speech

   Module 2 - Parts of Speech II

   Module 3 - Sentences

   Module 17 - Agreement of Subject and Verb

   Module 19 - The Compound Sentence

   Module 20 - The Complex Sentence

   Fifth Grade Reading Comprehension

   Eighth Grade Reading Comprehension

   Reading and Thinking I

   Reading and Thinking II

   Back-Up for Reading and Thinking II

   Reading and Thinking III

   Back-Up for Reading and Thinking III
5. Computers In the English Classroom - Jaycox & Auten
6. A Grin On The Interface - Word Processing
7. For The Academic Humanist - McKenzie

B. Learning Disabilities

These materials are in the reference room of the library for use of the entire college faculty. (See attached bibliography).

C. Adult Literacy

1. Literacy for Life - Bailey & Fosheim

D. Miscellaneous

1. Personnel & Guidance Journal
2. Psychoeducational Assessment: Integrating Concepts and Techniques - Helton, Workman, Matuszek
3. Journal of College Student Personnel
4. Journal of Counselor Education & Supervision
5. Listening Instruction - Wolvin & Coakly
6. Teaching English In The Two Year College (Journal) Fearing & Hutchens
7. Activities Handbook for Teaching of Psychology and Psychology Teachers Resource Book
8. The Guidepost
9. Dream/Analysis - Jung/McGuire
10. Transient Psychosis - Tupin Halbreich & Pena
11. Victims of Sexual Aggression - Stuart & Greer
12. Treatment of Drinking Problems - G. Edwards
13. Thou Shalt Not Be Aware - A. Miller
14. A Teaching Seminar with Milton H. Erickson - J. K. Zeig
15. From The Inside Out and Other Metaphors - B. Dull
16. Situation If Hopeless But Not Serious - Watzlawick
17. Ordeal Therapy - J. Haley
18. Practical Magic et al - Lankton
19. Invisible Loyalties - Boszormenji - Nagy - Spark
20. Unity & Multiplicity - Beahrs
21. Treatment of the DSM-III Psychiatric Disorders - Langley
22. The Narcissistic and Borderline Disorders - Masterson
23. Andragogy in Action - M.S. Knowles & Associates
24. Assessing Needs in Educational and Social Programs by Belle Ruth Witkin

25. Cluster Analysis for Social Scientists - Maurice Iorr

26. Changing Practices in Faculty Evaluation - Seldin

27. The Uses and Misuses of Tests - Daves

28. Developmental Approach to Academic Advisement - Winston et al

29. Enhancing Student Development With Computers - Johnson & Pyle

30. Orienting Students to College - Upcraft

31. Computing Student Enhancement of their Educational Experience - Steward

32. Blacks in College - Fleming

33. Listening in the Real World (Text)

34. Paradozical Psychotherapy - G. Weeks and L.L'Abate

35. DSM-II - Training Guide - L. Wolberg M.D.

36. DSM - III - Diagnosis and Statistics Manual of Mental Disorders - 3rd Edition

37. Quick Reference for DSM-III - Diagnosis and Statistics et al

38. Unity and Multiplicity - Multi Level Consequences of Self in Hypnosis - et al - John O. Beahrs

39. Phobia - A Comprehensive Summary of Modern Treatment

40. Phoenix - Therapy Patterns of Erickson - Gordon et al

41. The Invented Reality - Waltzlawick, Ed.

42. The Tactics of Change - Weakland and Segal

43. Equality - Subscription

44. MLA Handbook for Writers of Research Papers - Gibaldi & Achetert

45. Introduction to Scholarship in Modern Language and Literature - Gibaldi

46. Interrelations of Literature - Boricelli and Gibaldi

47. Issues for Community College Leaders In A New Era - Vaughan & Assoc.

48. Teaching Minority Students - Cones, Jahha and Noonan

49. Students As Paraprofessional Staff - Ender and Winston

50. Student Affairs and The Law - Barr

51. Measuring Students' Development - Hanson

52. Education for Student Development - Fried

53. Commuter Students - Enhansing Their Educational Experience - Steward

54. Communication In Interpersonal Relations - Cushman & Cahn, Jr.

55. Understanding Psychology

56. The Rhetorical Tradition and Modern Writing - Murphy

57. A Grin on The Interface - McKenzie

58. Teaching and Assessing Writing - White

59. Attitudes Towards Language Variation - Ryan and Giles, Ed.

60. Language and Social Knowledge - Berger and Bradac, Ed.

III. INVENTORY OF MATERIALS -
Haverstraw Learning Center

Title		No. of Copies
Write Me A Ream		10
6 Way Paragraphs	Advanced Level	24
6 Way Paragraphs	Middle Level	9
Snapshots - Book 7		4
Snapshots - Book 6		4
Snapshots - Book 5		5
Snapshots - Book 8		5
Reading Drills (Fry)		5
Spellbound		13
Better Spelling 3rd Edition		13
Building College Spelling Skills		8
McCall-Crabbs B		4
McCall-Crabbs C		6
World of Vocabulary Book 4 (old edition)		15
World of Vocabulary Book 4 (new edition)		7
World of Vocabulary Book 2 (new edition)		11
World of Vocabulary Book 1 (New edition)		
Jamestown- Understanding Vocabulary (Advanced)		24
Jamestown-Understanding Main Idea (Middle)		18
American Heritage Dictionary Booklet		12
Jamestown Tapes -		
Main Idea		2
Vocabulary		2

IV. INVENTORY OF MATERIALS - Spring Valley Learning Center

Title of Material	Level	Author	No. of Copies
Building College Reading Skills		Crosby & Emery	18
Better Spelling	013	Brown & Pearsall	8
Spelling 1500 A Program	012-013	Hook	10
World of Vocabulary III	013	Rauch & Weinstein	20
		Teaching Guide	1
World of Vocabulary IV	013	Rauch & Weinstein	4
		Teaching Guide	1
Vocabulary Workshop A	012	Shostak	1
Vocabulary Workshop C	013	Shostak	4
Vocabulary Workshop D	014	Shostak	12
Vocabulary Workshop Supplementary Testing Program B		Shostak	20
G		Shostak	18
Specific Skills Series Each Area Covered	012	Boning	2 sets
Reading Drills - Advanced		Fry	
Passage A - grades 8 and 9			20
Passage B - grade 10			
Passage C - grade 7			
American Heritage Dictionary Booklet	012		8
Dictionary Drills	012	Fry	19
Correct Writing 2nd Edition Form A		Butler et.al.	19
Reading Tactics Book A -Teacher's Edition	012	Niles/Memory	7
Book B -	013		9
Book C -	014		15
Book D -	014		14
Book E -	014		7
Shorter Handbook Workbook	014	Shaw & Dodge	15

Title of Material	Level	Author	No. of Copies
88 Passages To Develop Reading Comprehension	014	Sack & Youman	5
Teachers Manual			1
Comp - Lab	012	Epes et.al.	4
McCall Crabbs - Standard Tests			
Lessons in Reading - A	012		17
(Teachers Manual 2) B	012		17
Developing Reading Versatility 3rd Edition	014	Adams	18
The Writer's Studio- 2nd Edition	012 & 013	Rizzo	10
Teachers Manual - 1			
SRA Series RFU -			1
The Center for Humanities			
Communication Skills - Write It Right - 1, 2, 3,			
Communication Skills - Learning To Listen and Express Yourself - 1, 2			
Poetry of Rock - 1 and 2			
I Couldn't Put It Down - 1 and 2			
Hooked on Reading			
STAR		Neuman & Shenker	
I			21
II			13
III			16
IV			15
Language Arts Program		McNamara	
Reading II			1
Reading III			2
Reading IV			1
Everyday Reading and Writing		Lanbach	8
Teachers Guide			1
Dr. Spello (To be used with selected students with severe learning problems in spelling)		Kottmeyer	8

Title of Material	Level	Author	No. of Copies
Programmed Reading for Adults		Buchanan	
Book II			4
Book III			4
Book IV			4
Book V			1
Book VI			1
Book VII			1
Book VIII			1
Living in the Readers' World		Cambridge Adult Education	1 sample set

V. INVENTORY OF MATERIALS -

Nyack Learning Center

Title	Author	No. of Copies
Comp - Lab Exercises	Epes, etc.	8
Developing Reading Versatility	Adams	14
Basic Skills in Grammar 1	Cambridge	3
Basic Skills in Grammar 2	Cambridge	5
Dictionary Drills	Fry	13
World of Vocabulary (Book 1)	Rauch	2
World of Vocabulary (Book 2)	Rauch	2
World of Vocabulary (Book 3)	Rauch	20
World of Vocabulary (Book 4)	Rauch	3
Teacher's Guide for World of Vocabulary - (Book 1,2,3,4)		
6 Way Paragraphs	Pauck	3
6 Way Paragraphs -Advanced	Pauck	7
Write Me a Ream	Kunz	14
McCall Crabs:	McCall Crabs	
Standard Test Lessons in Reading - A		18
Standard Test Lessons in Reading - B		18
Standard Test Lessons in Reading - C		14
Standard Test Lessons in Reading - D		2
Standard Test Lessons in Reading - E		1
Standard Test Lessons in Reading - F		2
Teacher's Manual for Standard Test Lessons in Reading - A,B,C,D,E,F		
The Writer's Studio	Rizzo	10
Building College Spelling Skills	Crosby	19
Better Spelling (2nd Edition)	Brown	14
Spellbound	Rak	3

Title	Author	No. of Copies
Spelling 1500	Hook	4
Reading Drills - Advanced Level	Fry	26
Grassroots - Form B	Faucett/Sandberg	16
Correct Writing - Form A	Butler	11
Vocabulary	Dunn-Rankin	2
Reading Tactics	Niles/Memory	
Book A		9
Book B		6
Book C		19
Book D		17
Book E		25
Book F		11
Reading Tactics - Teachers Edition		
Book A, B, C, D, E, F		
Better Spelling (2nd Edition)	Brown	12
Vocabulary Workshop-Level C	Shostak	6
Vocabulary Workshop-Level D	Shostak	11
88 Passages	Sack-Youman	5
66 Passages	Sack-Youman	4
Teacher's Guide for 88 Passages 66 Passages		

ADDITION TO TAXONOMY

Professional Resources

University of Wisconsin System American Ethnic Studies Coordinating Committee/Urban Corridor Consortium Series: Milwaukee, Wisconsin.

Van Horne, W. and Tonnesen, T.

Ethnicity and Public Policy, Vol. I., 1982.

Ethnicity and the Social Good, Vol. II, 1983.

Ethnicity and War, Vol. III, 1984.

Ethnicity and the Work Force, Vol. IV, 1985.

Haverstraw Learning Center Cont'd.

	No. of Copies
SRA REading For Understanding General	1
Barnell Loft Specific Skills Series	1 Set
Barnell Loft Elementary Placement Tests	1 Set

COMPUTER ASSISTED INSTRUCTIONAL MATERIALS

FOR

SPECIAL SERVICES PROJECT STUDENTS

Geraldine Rosen
July, 1985

TABLE OF CONTENTS

I. Essential Computer Terms

II. Listing and Description of Instructional Materials

Essential Computer Terms

1. Hard Boot - Turning computer on.
2. Soft Boot - A method of inserting a new program into the computer without having to turn machine off, then on again. Soft boot is done by inserting the new program, then pressing down the following keys: C + 1 (Control), Alt (Alternate), Del (Delete).
3. Running Time - Y/N - Many programs ask the student if he wishes to know the running time - how long the program will take to run. This is not necessary for most of our programs, and the student should answer NO, by pressing N.
4. Space Bar - Long flat key at bottom of keyboard.
5. Enter - Student needs to press ENTER to proceed in program - either to next line or next page. The ENTER key is represented by the crooked arrow.
6. Menu - A list of activities the student will select from.

College Skills/Special Services Software Programs

All programs are for the IBM Personal Computer unless otherwise noted.

Program	Level	Content Review	No. of Copies
Parts of Speech I	012-013	Program covers nouns, pronouns, verbs. Contains practice assignments. Good lesson in introducing basic parts of speech.	5
Parts of Speech II	012-013	Program covers adjectives, adverbs, prepositions, conjunctions and interjections. A continuation of the above program	5
The Compound Sentence	013-014	Program covers clauses, simple sentence, compound sentence, coordinate conjunctions, use of semicolon in compound sentences, comma fault, run-on sentences and transitional words. Program uses the term "predicate" instead of verb. Instructor to mention this to students to avoid confusion. Program assumes students understand simple sentence. simple subject, simple verb, compound verb. Instructor should introduce these concepts before using this program.	10
Sentences	012	Program covers subject and verb, simple subject and verb, compound subject and verb, fragments. It also refers to the verb as a "predicate". Instructor to mention this to students and make necessary explanations before using program.	5
Agreement of Subject and Verb	013-014	Program covers agreement in person and number, agreement of verbs with compound subjects, agreement of verbs with collective nouns, intervening phrases - all types of agreement situations. Program assumes students are familiar with such terms as compound subject, etc. The term verb is used. The program also uses such terms as first person, second person, etc. Instructor should introduce these terms before students use program.	5

Program	Level	Content Review	No. of Copies
Spell It (Must use this program in CAI Lab on color Machine)		Program focuses on 1,000 commonly misspelled words. Various spelling rules introduced to cover various words.	1
Reading Comprehension, Decoding	012-013	This is a four part vocabulary building program, designed to teach new words, meanings and usage.	4
Speed Reader II	014-029	A six part reading program designed to help improve reading skills. Works on perception, increasing eye span, improving eye-movements. Quizzes are included. Must use DOS disk and follow instructions in manual (p.4) to start program.	6
*Fifth Grade Reading Comprehension. 3 disks in program	012	Well presented programs featuring several short paragraphs followed by multiple choice questions of both a literal and inferential nature.	5
*Eighth Grade Reading Comprehension. 3 disks in program.	013	Well presented program featuring several short paragraphs followed by multiple choice questions of both a literal and inferential nature. Well done.	4
*Reading and Thinking II	012	Similar in format to Fifth and Eighth Grade Reading Comprehension Programs. A series of short readings are presented and then a series of multiple choice questions follow - questions of both a literal and inferential type.	4

* The 3 above mentioned programs are very worthwhile in that the student immediately becomes involved in the reading comprehension process. The reading selections in all three programs are short, and I believe will afford the student on the 012-013 level a chance for immediate success and feedback as to where his/her weaknesses may be. I would recommend all three programs for use at the beginning of the semester to get the student comfortable and familiar with the computer, and with reading, in general.

Program	Level	Comments	No. of copies
Diascriptive Reading II - Entire series must be used in the CAI Lab on the color-graphics machine	012-Level 3 012-Level 4 012-Level 5 012-Level 6 012-Level 7 013-Level 8	This series is a diagnostic, prescriptive,tutorial reading program that will diagnose the reading skill of each student, prescribe what is needed for improvement, and evaluate performance at each level before directing student to next program.	5 sets

A diagnostic test for each of the following six skill areas is given to the student.

Details
Fact and opinion
Inference
Main Idea
Sequence
Vocabulary

Recommended procedure is to load each diagnostic program and test an entire class at one time. This way scores will be accumulated by the computer and a summary can be displayed or printed after all students are listed.

I think it would be helpful, if at all possible, for the instructor and assistant both to be present during the time the group takes the diagnostic tests. Vocabulary and Inference is the first test.

Vocabulary items feature analogies, synonyms and context clues.

Sequence and Fact or Opinion is the second test.

Main Idea and Details is the third test.

Students should take the three Diagnostic Tests. The instructor then translates and records on the Student' Record Sheet, the point score the student achieved on each of the three diagnostic Tests. (Pg. 4 in teachers manual should be noted.) Instructor may or may not want student present during this time.

Student Record Sheet

Name _____ Date _____

Diagnostic Test	Level
Main Idea	
Details	
Fact and Opinion	
Sequence	
Inference	
Vocabulary	

Programs Completed

Date	Skill	Level	Prescription

CLASS RECORD SHEET

Instructor _____

Date	Student Name	Skill	Level	Next Program

Appendix F

ROCKLAND COMMUNITY COLLEGE

ENTRY PLACEMENT PROCEDURES

Ⓒ = chicken
Ⓦ = writing sample
Ⓞ = oral interview

Main Campus

Ⓒ + Ⓦ ⇨ (Provisional Placement) ⇨ Ⓞ ⇨ □ □ □ □ ⇨ PLACEMENT

Class performance in 1st few weeks.

Haverstraw (day)

Ⓒ (+ ability to read test)
+
Ⓞ ⇨ ⇨ ⇨ PLACEMENT
+
Ⓦ (at adv. levels)

Haverstraw (eve)

Ⓒ + ⇨ ⇨ (formal scoring grid) ⇨ PLACEMENT
Ⓞ (scored)

Spring Valley (eve)

Ⓒ + Ⓦ ⇨ ⇨ (Provisional Placement) ⇨ Ⓞ ⇨ ⇨ PLACEMENT

Nyack

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Ⓒ + Ⓦ ⇨ ⇨ ⇨ ⇨ PLACEMENT
+
Ⓞ (sometimes)

	day / eve	Main Campus (day)	H'Straw (day)	H'Straw (eve)	S. Valley (eve)	Nyack (eve)
BEGINNING I	060 / 063	0-15	060 9 — 0-15 ①	063 79 — 0-22 ①	063 75 76 — 0-19 ①	063 — 0-29 ①
BEGINNING II	060 / 063	15-30	060 10 — 15-30 ②	062 77 — 21-35 ②	063 — 0-19	
INTERMED I	060 / 063		060 11 — 20-40 ③	062 79	063 20 81 — 20-29 ②	?
INTERMED II	060 / 062	30-40	060 12 — 30+ ④		062 75 76 — 30-39 ③	062 — 30+ ④
ADVANCED I	060 / —					
ADVANCED II	060 / —	40-50				
BRIDGE	061 / 061				061 75 76 — 40-48 ④	061 — 40+ ④
ENG 101					48-50 (St Lake EPE)	or EPE

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145

146

ENTRY PLACEMENT PROCEDURES

	Main Campus (day)	H'straw (day)	H'straw (eve)	S. Valley (eve)	Nyack (eve)
Chicken	✓	✓	✓	✓	✓
Formal Oral Interview			✓		
Unstructured Oral Interview	✓	✓		✓	✓[1]
Writing Sample	✓	✓[2]		✓	✓
DTLS	✓[3]	✓[2]	✓[2]	✓[2]	✓[2]
CC EFL Placement Test (part IV)					
CC EFL Placement Test (part III)					

[1] in some cases [2] only to advanced students [3] given but not used for placement

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PLACEMENT PROCEDURES

	Main Campus (Day)	H'Straw (Day)	H' Straw (Eve)	S. Valley (Eve)	Nyack (Eve)
Chicken	✓	✓	✓	✓	✓
Formal Oral Interview					
Unstructured Oral Interview					
Writing Sample	✓[10]	✓[6]	"	✓[7]	✓
EPE	✓[5]	✓[5]	"	✓[5]	✓[8,5]
CC EFL Placement Test (part IV)					
CC EFL Placement Test (part III				✓[8]	
Class teacher recommendation	✓[3]	✓[3,9]	✓[4]	✓[9]	✓

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[3] in consultation with co-coordinator

[4] based on 1st meeting course outline specification

[5] only for Ss at highest level(s)

[6] no specific final; given throughout the course

[7] only for IntII and above

[8] only for bridge Ss

[9] based on midterm, final & classwork

[10] also at midsemester

[11] would use if there were an advanced course

	INDICATOR	INDICATES
1.	chicken test	knowledge of grammar
2.	class placement	knowledge of grammar writing skills; oral skills; (maybe) T recommendation; reading skills
3.	teacher recommendation based on class performance	relative strength within a level? relative strength within the program?
4.	academic potential profile (not in place yet)	?
5.	EPE scores	writing ability; reading skills
	number of M.P.s (end of term final grade)	

Educational Assessment

Financial need + 1st generation college + ed. assessment

↓

eligibility for tutoring

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1

ORAL INTERVIEW SCORE RESULTS

Correlated with a written placement test to determine level

LEVEL	EF063 LOW	EF063 MEDIUM-HIGH	EF062	EF061
ORAL INTERVIEW SCORE	1.0 - 1.5	1.5 - 2.0	2.5 - 3.0	3.0 - 3.5+
PASSIVE GRAMMAR SCORE	1 - 15	16 - 22	23 - 34	35 - 50

PREPARED BY JUDITH BOOK-EHRLICHMAN

ROCKLAND COMMUNITY COLLEGE | 145 College Road, Suffern, New York 10901 | 914 356-4650

Department of Foreign Languages and Literatures

SPRING 1985

Criteria for passing from Level to level within the ESL program:

	EF035	EF 036	EF 045	EF046	EF055	EF061
Grammar (not		28	33	38	44	52
V ocabulary(given)		30	36	42	48	52
CELT Listening		20	25	28	36	40

Criteria for passing out of ESL into English 101 InternationaL

Grammar:	52 (out of 65)
Vocabulary	52 " "
CELT	40 (out of 50)
EPE (essay)	6
DTLS(Reading Comprehension)	9

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NEEDS IDENTIFIED BY ESL CO-ORDINATORS, SEPT/OCT 1984.

	Main Campus	Haverstraw (day)	Haverstraw (eve)	Spring Valley	Nyack
Tests	Alternative to DTLS; Reading comp test that varies from level to level; oral skills and listening comp tests	Alternative to DTLS; Revise chicken	Writing sample for upper level; Standardized oral and listening tests	Alternative to DTLS; Chicken could be revised, though o.k. for placement	Alternative to DTLS
Tutoring	Very few literacy problems; Students where one skill is much weaker than others need tutoring Haitians need tutoring in everything Refugees need it	Afternnon tutoring to help Ss with English and study skills needed arrangement with H'Straw library?	CAI: parts of speech, editing functions, word processing needed	10-12 non/semi-literate Ss need tutoring from tutor with ESL/Literacy background. Tutoring should be in addition to class time (eg. 6.30-7pm) though beginners could be taken out of class Money for peer tutoring	Ss unlikely to come outside class time--either working or taking credit courses which also improve their English Maybe 30% (?) of Ss could use some kind of tutoring eg Orientals c. structure problems.
Materials		Needed for non/semi-literates	tapes for non-literates a library	Needed for non-literates 10-15 maps of world and USA storage space needed	AV equipment + movies/slides for in-class use -- would need storage space

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	Main Campus	Haverstraw (day)	Haverstraw (eve)	Spring Valley	Nyack
Curriculum	2 advanced levels need to be redone	more career-related ESL course outlines would help Ss if DTLS stays, need to use upper levels more effectively	If standardized tests are to be used, then should be same across different centers	Curriculum o.k. as was designed for this population	Uses O.Oak's eve. curric. as guideline, but varies curric acc. to each group. Goals are same: entry into 101, through good composition, reading skills. Need to add test taking strategies to curric. at all levels, esp. beg
Other needs	clerical help scheduling student lab use on-site workshops for teachers	program must be linked both to community needs and college aspirations	in-service w'shops library for Ts to get extra materials incl. T-made " handbook for Ts on how to order desk copies, get RCC info etc.	office space with 4 desks tutoring space with storage space	more ESL/Eng liaison needed esp. on 101 entry instructors' pay staffing problem

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	Main Campus (Day)	H'straw (Day)	H'straw (eve)	S. Valley (eve)	Nyack
Tests	Chicken Test Developmental Test { Composition Grammar Vocab	Chicken Test Composition Teacher-made Tests Oral Interview	Chicken Test Oral Interview Test	Chicken Test Composition Oral Interview (but only to confirm other results)	Chicken Writing Sample Oral Interview (in some cases)
# of Ss	200 ? inc ± 100 p'rs	63	26	±150	60
	7	4	2	4	3

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Preliminary Draft on search for appropriate reading test for ESL students for mainstream placement.

David Stern
December, 1984

Caution: This report should not be used for any policy decisions on testing at this stage. I have not yet checked the accuracy of the quotes or whether they have been taken out of context. All quotes are based on notes I took during telephone discussions. Before this document can be used, it will have to have been sent to all informants for comments and corrections.

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Introduction

I was asked by Dr. Margaret Martin to find out whether a non-culturally biased reading test which measured reading comprehension (understanding main ideas, understanding direct statements, and drawing inferences) could be found. Such a test would have to be a valid and reliable measure of reading comprehension. Various analyses would need to be performed to determine if the scores on the alternative test or tests could be correlated with the scores on the Descriptive Tests of Language Skills (DTLS). The passing score on the possible alternative test or tests would need to be similar to that which is currently required for entry into Freshman Composition I. This score approximates what is usually thought of as that required for the 12th grade reading level.

The purpose of this search is, presumably, to find a substitute for the DTLS which has been criticized by the Rockland Community College English As A Second Language faculty for, inter alia, being culturally biased.

Using contacts made at conferences, and suggestions by Leila Gonzalez-Sullivan, I followed a chain of possibilities, but was unable to find THE test. This could be because (1) the test exists but I haven't yet contacted the right people, asked the right questions, or read the right literature, or (2) the test does not presently exist, at least in commercially-published and/or standardized form, but could be developed or (3) such a test does not exist and could not be developed.

What follows is an attempt to organize some of the responses I got from my helpful informants, based on notes I took during telephone conversations with them.

1) Miscellaneous points made
2) Some specific tests mentioned
3) Some information on placement policies
4) List of people contacted and more people to contact

Miscellaneous points made

-Neither John Klosek nor Nancy Brilliant knew of a test which was suitable for our purposes. Laurie Moody wanted a better test than the TABE.

-Viiu Lawyer suggested making in-house cloze tests.

-Judie McKoy and Ana-Maria Schumann suggested that ESL students needed to be given more time on reading tests than native speakers.

-Ana-Maria Schumann said it was hard to know whether one was testing reading skills or language skills.

-Laurie Moody said ESL teachers should be teaching culture.

-Joyce Dennis suggested that some students perform well in college courses without proficiency in English.

-Ana-Maria Schumann said that the fact that ESL students needed more time on a reading test didn't mean that they wouldn't do well in their college courses.

Some tests mentioned

New Jersey Basic Skills Test

Nancy Brilliant and Ana-Maria Schumann (along with Leila Gonzales-Sullivan) worked on a committee to screen out cultural bias from the NJBST. Data confirmed that Limited English Proficient (LEP) students did indeed do badly on test items which the experienced ESL members of the committee had identified as culturally biased, before the test was given.

LEP students' multiple choice test scores were not as close to their essay scores as those of mainstream students were. The committee is sending a preliminary report to Dr. Hollander, Chancellor of Higher Education in New Jersey - ETS is 'taking seriously' the committee's recommendation (AMS). The test is being continually revised! (NB)

Nancy Brilliantwould not yet recommend the NJBST as any better than any other test.

Nelson-Denny Test

Judie McKoy described it as "one of the hardest around". She "would dismiss it".

It is also used in the Developmental Program at Rutgers, where a 60 is needed to get out of the program. Results did not correlate with the CELT. (JD)

Test of Academic Skills(TASK) - Stanford Test - (Published by HBJ)

Judie McKoy's program uses this test at level 2, the level for junior and community college students. She hasn't checked if for cultural bias. 25-30% of her stduents fell in the bottom quartile.

California Achievement Test (CAT)

"Widely used","the easiest test" (JM)

DTLS

John Klosek said he found this test culturally biased and too difficult for ESL students, based on his experience in Long Island University's ESL Program.

English Language Skills Assessment in a Reading Content (ELSA)

Used at Jersey City State College as part of the Ilyin test battery. Viiu Lawyer liked the use of this (and other) cloze tests.

Test of Adult Basic Education (TABE) - (published by McGraw-Hill)

Used in the remedial-developmental program at Passaic County College. It was "written for inner city people as opposed to the Stanford Reading Test which was more middle-class, and often used as an exit criterion" according to Laurie Moody. Passaic uses a 10th grade reading level criterion for exit from their ESL reading course. Laurie Moody "would

like to find a better test." Passaic uses level D form 4 for exit testing. Level M would be appropriate for high-intermediate level students.

Placement policies

At Kean College, mainstreaming is based upon the ESL director's judgment. When students are Spanish-speaking, they are given a reading test in Spanish. If they do well, they're considered to have college-level reading.

At Jersey City State College, cloze tests, passive grammar tests and compositions are used for placement into and movement within the program. The last 2 levels of ESL are considered equivalent to Freshman English courses given by the English department.

At Rutgers, most students are tested with in-house ESL tests, including reading passages.

People contacted

Ana-Maria Schumann (Acting Assistant Dean of Education, Kean College) (AMS) 201-527-2136

Viiu Lawyer (ESL Co-ordinator, Jersey City State College) (VL) 201 547-3087

John Klosek (Assist Professor of Education, Jersey City State College) (JK) 201-547-3380

Judie McKoy (Dean of Instructional Resources, SUNY, Farmingdale) (JM) 516-420-2476

Nancy Brilliant (ESL Teacher-Training Coordinator, Kean College) (NB) 201-527-2174

Laurie Moody (Assistant Professor of ESL, Passaic County College) (LM) 201-226-5764

Joyce Dennis (Program in American Language Studies, Rutgers) (JB) 201-932-7345

Further people to contact

- Jean Bodman (609) 394-9614
- Julia Willebrand
- Jean Maculaitas
- CUNY Resources Center
- Lynn Kellerman - ESL Coordinator, Livingstone College, Rutgers
- Andrea McLaughlin, ESL Coordinator, Middlesex College, Edison, New Jersey
- ETS

adult education resource center
a division of the bureau of adult, continuing and community education, trenton, n.j.

ESL in Adult Education: Evaluating Student Accomplishments
Sixth in a Series of Seven Articles
by
Jean W. Bodman

Mention evaluation to teachers and students and their anxiety levels begin to rise. Teachers do not like to conduct evaluations of their students because they fear that low results will reflect on them as teachers. They also do not like to see what can happen to a warm, responsive group of students when they are told that they will have "a test next week". The teacher often finds that the days before the test are spent in preparing for the test.

To add to the apprehension of the teacher about testing, ESL test specialists are finally beginning to admit what adult education teachers already know--that most commercially available ESL tests are inappropriate for adult education students.

The most commonly used ESL tests are designed to evaluate whether the student should be placed in pre-college ESL courses or allowed to enter college with little or no special English training. These tests are: the Comprehensive English Language Test (the CELT)(McGraw-Hill), the Diagnostic Test for Students of ESL (often called the Davis)(McGraw-Hill), the Michigan Test of English Language Proficiency (University of Michigan), An English Reading Test (English Language Services), and the Test of English as a Foreign Language (TOEFL)(Educational Testing Services). These tests are characterized by their testing of the upper levels of ESL and their comprehensiveness (some taking several hours to complete).

Since most adult education ESL students do not have college as their goal, these tests are really not appropriate for them. Yet many publicly-funded programs are required to evaluate the program and the students' achievements through the use of standardized tests. One of the better tests available for adult education students in this case is the Ilyin Oral Examination (Newbury House). Although the test may be too long to be used by most programs, it has the advantage of not relating the student results to college placement.

Unfortunately, many ESL students at the beginning levels are subjected to tests designed for native speakers, or, even worse, tests designed for native-speaking children. Examples of these are the Test of Adult Basic Education (the TABE) and the California Achievement Test (CAT) (both by McGraw-Hill). It is highly questionable whether determining that an adult ESL student has a reading grade level of 4.5 is relevant or helpful in placing him in a class which will focus on teaching him to speak English and to understand it when spoken. Neither

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are these test valid for measuring growth in oral skills.

Other problems encountered with published tests are that the tests assume that the student can read; the reading skill is used as a means of judging language competence. Tests of oral proficiency often do not ask the student to speak at all; and for those that do, the student is limited to answering questions; moreover, students are rarely invited to respond at a level greater than the sentence level.

How then can adult education programs place and assess growth in their ESL students?

The teachers and the supervisors and/or director must first determine what kind of testing is necessary. Do local, state or federal guidlines require standardized (formal) test results for reporting purposes? If so, on what basis is the program funded? If the program is funded to improve or teach literacy, then for the program's protection a test which has a section to measure reading and writing skills should be given before and at the end of the course. If the program is designed to improve students' employability, then there should be a test to measure achievement on typical job placement tests, job related tasks, interview questions, and application forms. Of course the best criteria for employability is to follow up on the student and report whether he was able to secure a job or not!

This leads to the startling fact that if federal, state and/or local guidelines do not specifically require standardized tests, then the best test may not be a commercially published test at all! Some programs find it just as valid to do a great deal of counseling with ESL students at intake. (This can be done by utilizing bilingual community volunteers if the students come from many diverse countries.) During the intake process, the counselor helps the student determine his goals for learning English. The counselor, student and teacher discuss the practicality of the goal within the scope of the program, how much time will be needed to achieve the goal and how well the student will need to do to satisfy the teacher and feel satisfied himself.

This process is called "contracting", and is successfully used by many adult education programs. After a contract has been agreed to, prescriptions which outline the steps to the goal are mutually developed. These steps, as they are checked off by the student and the teacher, will serve to show progress to the individuals involved, the program director and outside evaluators.

"How," ask many teachers, "can I hope to handle so many students with so many different contracts?" A good question! It will be found, I believe, that there will be many commonalities in the students' contracts -- more similarities than differences once the prescriptions are set. Small-group work may have to be utilized for two or three students with special, similar interests (like getting a driver's license) for portions of one lesson. But imagine how frustrating it must be for the student who comes to the ESL class to get a better job and never has a chance to learn and use job-related vocabulary, practice job interviews, etc. Repeating diaglogues about Mr. and Mrs. Brown and doing slot substitution drills with the hope that someday "this will all be relevant" takes more trust, faith, and patience than many of our adult education students have.

Contracting is best utilized in learning centers and full-time adult education programs. And it may be one of the best ways of determining whether the student has

accomplished his own as well as the program's goals.

In evening programs, however, when two hundred or more students must be registered, assigned classes and given a lesson all on the same night, this procedure can not be used without the utilization of considerable volunteer manpower and the postponing of classes for at least the first week so that intake procedures can be carried out. For those programs which are able to see their way clear to use contracting, I find it well worth the effort in terms of student motivation and dedication to attending the program.

Most adult education students are on the beginning and intermediate levels (or Curran's Stages One through Three, or the Foreign Service Institute's Language Proficiency Interview's Categories One and Two); standardized tests do not clearly discriminate the lower levels. Post tests, then, can not reliably measure growth from the beginning to the intermediate level.

What about teacher-made tests? Final tests made by the teacher of a class are really not satisfactory from a program point of view unless the classes are closely coordinated by an overall syllabus. A teacher-made test can indicate whether the student has learned what the teacher has taught. But individual teacher exams usually do not measure student growth (unless the same test is administered pre and post); neither do they allow the students in different classes to be easily compared.

There is a need for a short, adult-oriented ESL oral test. One taking no more than ten minutes per student to administer. A longer test, sampling all the skills, is also needed. This one should be accompanied by locators so that the student will only need to take those portions of the test which will best measure his abilities. Work is under way for developing an adult literacy test based on the skills and content areas identified by the Adult Performance Level Study; but this is not yet widely available.

In New Jersey we have been experimenting with an oral proficiency test called The John Test. Further development is being done by Language Innovations, Inc. and the new version may soon be offered for sale. At present, The John Test is available from the Adult Education Resource Center, Jersey City State College, Jersey City, New Jersey 07305 for the asking. A test bibliography is also available if you would like a copy. Just write.

In conclusion, there are formal and informal means for evaluating students and programs. It should not be assumed that formal means are better. Contracting, student testimonies (their evaluation of the program) and non-standardized tests used pre and post are often as revealing and more valid than formal instruments. Adult education ESL teachers must continue to press publishers for better evaluation instruments and to recognize that those which they are promoting are not entirely appropriate for our needs

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Appendix G

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: Bill Dodge

FROM: Maggie Martin MM

RE: Comments on Revised ESL Curriculum - David Stern

DATE: September 5, 1985

Enclosed is the report regarding the English As A Second Language curriculum which you requested. David and/or I will be available to discuss the report in more detail at your convenience.

MM:p bbd
cc: David Stern

STATE
UNIVERSITY
OF
NEW YORK

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: Maggie Martin

FROM: David Stern

DATE: July 31, 1985

Dear Maggie:

Attached please find some observations of mine on the new ESL curriculum, as requested by Bill Dodge. I apologize for the delay in getting this to you.

I think all the adjuncts and full-timers should be invited to try out the new curriculum and to hold a series of meetings/workshops on it and whether it meets their needs. A curriculum can at best only be a rough guide of what kinds of things one might want to touch on during the course of a semester. The students and teacher should always have the freedom to alter it during the course of their journey together if it does not serve their purposes.

It is difficult to evaluate in the abstract a document which can only come alive when put to creative use in the classroom. In my observations I have tried to raise some issues and suggest areas needing clarification. I hope these questions and the issues I raise in this letter might contribute to a dialogue amongst the teachers who will be working with the curriculum.

You asked me to look at the curriculum from the point of view of the Special Services population. There is not much in the curriculum for our non-or semi-literate students. There is also not much that encourages reflection on, or language development around, issues such as housing, immigration, crime, social services, childcare, unemployment, racism, social inequality, health care, or the lives of women. One senses that the topics chosen in the "Culture" sections are primarily for foreign students to learn about some of the dominant values and powerful institutions of this country. "Culture" must surely include the lived experience of working class immigrant students. While discussion of the Supreme Court is no doubt valuable, might one not want to discuss how to take a case to court in Haverstraw?

I also worry that the curriculum's stress on learning the elements of the language might overplay the value of learning of formal rules and underplay the value of acquisition, i.e. the "picking up" of the language. Stephen Krashen writes in The Natural Approach that "too much emphasis on grammar study can be very detrimental to the acquisition process". I

TO: Maggie Martin cont'd

FROM: David Stern

would welcome the chance to explore with other teachers the relevance of Krashen's ideas to our ESL program and curriculum.

The authors of the curriculum obviously put a great deal of thought into it. I hope that we can get a dialogue going among all the teachers as to whether the curriculum serves all our students.

Sincerely,

David Stern

DS:pbd
Encl.

SOME OBSERVATIONS ON THE NEW ESL CURRICULUM

A. ALL LEVELS

1. All levels, sections I and II: What are the implications of the idea that "This course also serves students whose main objective is not a degree, but to inprove (sic) social ease and employment opportunities"? Would one expect to find a section on pre-vocational ESL (e.g. making enquiries about jobs, writing resumes,etc)?

2. All levels up to and including 055, front page, "Contact hours": The original curriculum provided for 18-20 contact hours. The new one provides for 15. Can the new curriculum be "covered" in 15? The catalog description should reflect the change.

3. All levels, Section III: Does one learn the elements of the language to use the skills, or does one use the skills to learn the language, or is it a circular process?

4. All levels, Section VII:
Can all language acquisition and/or learning be viewed as 'behavior'?

5. All levels, section VII:
The EPE is no longer given "upon teacher recommendation".

6. All levels, section VIII: If "quizzes and tests are the major factors in students' movement within the program", we might need to test all 4 skills in some way, rather than the current focus on grammar and vocabulary. On the other hand, testing should not cut into more student and teacher time than it already does.

7. All levels, section IX:
The texts listed here have been changed on Main Campus for Fall '85 (and in any case differ on Main Campus and at Haverstraw).

8. All levels, "EFL Curriculum" section:
This should read "ESL", not "EFL".
Is vocabulary a "skill"?

B. EF 035:

9. Section III:

How does one test "70% accuracy" in "everyday situations"?

Is "70% accuracy" an important goal for speaking and writing (secs. B and F) at the first level of ESL?

10. Section V:

Should drills be listed as # 1? Current ESL methodology downplays the usefulness of drills.

Is there a sufficient focus on meaningful communicative activities?

11. "EFL Curriculum" section: (p.9)

"The plosives should be taught in complementary distribution". An example might be helpful here.

(p.13) Is there a "culture" which can be called "the culture"? Are we referring to the dominant culture?

In the "writing focus" section, shouldn't students at this level be encouraged to start exploring, developing and expressing their ideas in writing? This is not addressed.

C. EF 036:

12. Section II, catalog description:

Why is 036 for those with "no" English language ability? What distinguishes it from 035?

13. Section III B:

"Accuracy" seems to be overstressed at too early a stage.

14. Section V:

There could be "free" conversations as well as "guided" ones.

15. Section IX:

There should be books and tapes for listening practice too.

16. "EFL Curriculum" section:

(p.12) Some typos: "verbs", "Teach thought"

In the "Culture" section, other topics should be able to be substituted according to teacher and student interest. (This applies to other levels too).

D. EF 045

17. Section III A 2b:

"Vocabulary and expressions" is typed twice.

18. Section III g:

"Understanding" should always be critical. "Evidence" (in (a)) should include contrary evidence where these "cultural patterns" do not hold.

19. Section V:

"Free writing" is mentioned here (which is good) but then does not appear in the higher levels. "Writing focus" does not mention it again. Does "process" mean the writing process, or does it mean writing about a particular process?

E. EF 046

20. Section VII:

How does one demonstrate knowledge of, say, counter-cultures with 70% accuracy?

21. Section IX:

(p.7) Typo: "Kung" should be "Kunz".

F. EF 055

22. Section III B:

What is "70% accuracy in . . . communication?"

EF 055 cont'd

23. Section III E 3 (b):

What does "contract" (or "contact" on p. 4 of the CS 041 description) mean?

24. "EFL Curriculum" section:

(p.12 #16) Vocabulary related to readings should not be relegated to "if relevant and time allows"- - - -it should be more central.

G. EF 061

25. Section III H:

What does it mean to "demonstrate cultural understanding of the U.S. with at least 70% accuracy"?

a) What is "American behavior"?

b) What is an "acceptable" degree of integration into American college life? Who decides? If you don't integrate "acceptably", do you fail the course?

c) Who decides whether one has interpreted the cultural components of readings "with accuracy"? What about varying interpretations?

26. "EFL Curriculum" section:

(p. 15 # 3) Are the students at a level to do footnotes, references and bibliographies?

H. CS 041:

27. p.1: 25 is too many students for this class.

28. Section I:

The second paragraph is already in Section II.

H. CS 041 cont'd

29. Section III A:
How does one demonstrate "oral/aural mastery of....culture?"

30. Section III B:
Reading comprehension could also be tested through cloze tests.

31. Section V:

Why is one still having "guided" discussions at the highest level of ESL?

32. Section VI:

A good reading library might be appropriate.

33. "EFL Curriculum" section:

(p.9) While readings are crucial for developing and expanding the "prior knowledge required for composition writing", our students do not enter the classes as "blank slates". How do we draw upon their already existing prior knowledge for composition writing?

David Stern
July 31, 1985

Appendix H

Special Services Project Tutoring - College Skills

by Jeffrey Peters

The Special Services Project designated a total of 22 hours per week for tutoring in the Fall, 1984 semester and 46 hours per week in the Spring, 1985 semester. For Fall, 1984, 19 hours per week were for tutoring and 3 hours per week were for training. For Spring, 1985, 41 hours per week were for tutoring and 5 hours were for training. An additional 20 hours for tutoring was provided in June, 1985.

A total of 19 students were served in the Fall, 1984, 41 students in the Spring, 1985 and 2 students in June, 1985. All students were tutored in one to one situations and in Fall, 1984 2 students were declared learning disabled and 1 student was physically handicapped. In Spring, 1985, 2 students were learning disabled and 1 was physically handicapped.

The tutoring provided covered the areas of reading and writing skills and materials used varied according to particular student needs. For writing, the students own writing samples were used and for reading, classroom texts plus additional lab materials were prescribed by the instructor.

The training and supervision of tutors consisted of an orientation to basic requirements such as record keeping forms and information clinicing sessions which were used to address concerns and issues the tutor had. Specifically, areas of concern were improving communication skills between students and tutor, dealing with difficulties such as attendance and lateness, relationship building, and creating a non-threatening work atmosphere. These concerns were addressed by working with the tutors on feedback and listening skills, communication styles, and attending and non-verbal behaviors.

Since the tutors were trained instructors in reading and writing and had close contact with the primary instructor, additional training in this area was not provided although the tutors were encouraged to continue their professional development through participation in workshops and seminars provided by other organizations.

All students were notified of the tutoring services being provided by general announcement and those most in need were identified by the classroom instructor. Tutoring was strongly recommended to these students in an individual conference between instructor and student. After the announcement of tutoring services and possible conference, the students were given the responsibility of deciding whether they would take advantage of the tutoring service.

After students desiring tutoring were identified and scheduled, tutors and students were introduced and began the tutoring sessions. Tutors were provided with prescription forms outlining students' weak areas and they kept logs of student work and progress. The tutoring was done in a specially designated area within the campus library where student and tutor could work individually without interruption. Special compensation (private office space) was made for those students who could not attend tutoring within this designated area due to physical handicaps, scheduling constraints, etc..

Special Services Project Tutoring - English as a Second Language.

by David Stern

NUMBER OF STUDENTS SERVED

The Special Services Project designated a total of 35.5 hours per week for tutoring in the Fall Semester, 1984. A total of 27 hours per week was for tutoring and 8 hours per week for training. For Spring, 1985, 28 hours were for tutoring and 12 hours were for training. An additional 90 hours for tutoring was provided in June, 1985.

A total of 38 students was served in the Fall, 1984, 40 students in Spring, 1985 and 4 students in June, 1985.

DESCRIPTION OF TUTOR TRAINING

Spring 1985.

While some training took place in Fall '84, the bulk of the year's training took place in the Spring '85 semester, both before tutoring started and then once a week during the semester. In addition, training time was set aside before the Summer session, after the end of the Spring session.

The tutor orientation and training sessions consisted of a number of different but often related activities: (P= pre-session training, I= in service training)

(1) Orientation to RCC: The Project Instructor showed the tutors around the Main Campus and also around the Learning Centers where they would be tutoring. The tutors were introduced to key people viz. the ESL Program Coordinators, the teaching assistants (Where possible), and various key Special Services Personnel, viz the Director, Associate Director, Assistant to Project Director and Master Counselor/Assessment Specialist for ESL students.

The tutors were shown library and photocopying facilities and given ID cards and mailboxes. The tutors were provided with an explanation of the relationships between the project and the ESL program and the Local Learning Centers with the Main Campus.(P)

(2) The Project Instructor kept tutors abreast of pay checks, keeping of logs, prescription forms, attendance sheets, etc. (P,I)

(3) Professional development: The Project Instructor informed tutors of conferences and workshops, both on and off campus, which related to their work. Two tutors attended the TESOL '85 conference, and two the CUNY ESL Council conference in New York City. (I)

(4) Cross-cultural understanding and awareness: Two of the training sessions focused on this theme. The first specifically addressed the question of what we knew about our Haitian students. One tutor checked the reference collection at the Finkelstein library but found little relevant material. The project instructor provided a copy of A Handbook for teachers of Haitian students in New Jersey for tutor use. This handbook deals with questions of language, history and culture. The central point of the discussion in the first training session was that we are teaching people and we need to know as much about them as about our academic subject matter. The second session took off on a misunderstanding which occurred in a demonstration session conducted by the Project Instructor. The tutors and Instructor discussed the causes of the misunderstanding and ways in which we can display greater sensitivity to the feelings and perceptions of the students. (P,I)

(5) Tutoring content and methodology for the four language skills-listening, speaking, reading and writing: The bulk of the tutoring time was devoted to both what to cover in tutoring and how to do it. The tutors were introduced to Counseling Learning/Community Language Learning methodology which included the use of the taperecorder for taping student conversations.

The tutors were introduced to the use of picture stories as a spur to composition, and to certain stages of the Writing Process approach. These stages included generating ideas, organizing them, and editing. A substantial amount of time was spent on the grammatical structure of the language. Tutors were also given an introduction to preparing students to take standardized tests in reading and grammar. Grammar was dealt with from both a 'traditional grammar' and 'x-word grammar' standpoint.

The Ways of Written English was explored in some depth to present an x-word grammar approach to writing. Oxford University Press' Practical English Grammar" was used for the traditional view. One tutor prepared a useful set of grammar notes for group use.

Reading and conversation skills were introduced by means of articles from La Guardia Community College's ESL tutor training manual. Listening skills were discussed in the context of tapes focusing on natural speech patterns and their written counterparts. The special needs of non-literate students were discussed, and the Language Experience Approach was suggested as one which could tie reading to the lives of the prospective readers. (P,I)

(6) Materials

Exposure to and discussion of a wide range of material was a central feature of the pre-and in-service tutor training. Tutors were encouraged to try out different published materials, to create their own, to identify gaps in our expanding collection and at semester's end to categorize and evaluate all the materials they had access to (see attached report). Materials consisted of books, large photographs, and cassette tapes. Materials were available in all skill areas as of the middle of the Spring Semester, 1985. (The tutors also attended a session to evaluate CAI software.)

SELECTION OF STUDENTS FOR TUTORING

All project-eligible ESL students were considered for tutoring. In the cases of the Nyack and Haverstraw evening programs, the project did not provide tutoring services. The Project Instructor contacted each of the ESL Coordinators at the Main Campus, Spring Valley and Haverstraw sites and established procedures for selection of the students most needing tutoring services. The classroom instructors were then asked to indicate to the Project Instructor those students in their classes who were most in need of tutoring. Need was defined as those students having the greatest difficulty in class, whether it be in speaking, understanding, reading, writing or grammar. The classroom instructors waited until they felt they knew the students well enough to make a decision and then recommended candidates for tutoring. The Project Instructor then scheduled the students for tutoring, taking into account the students' schedule, and the skill areas identified by the instructor and/or students as most needing work. Where students were to work in small groups, they were grouped according to level and skill area needing work. Each student was then notified of her/his tutoring time, place and tutor and given the Project Instructor's telephone and office numbers to contact if there were any problems.

The Project Instructor then passed on to the tutors all available relevant information on each student - class level, skills needing work, and language background. During the first session and thereafter the tutor asked the students at the beginning of each weekly session what they wanted to work on.

WHAT DID THE TUTORS DO?

The tutors worked one-on-one or in small groups with the students for sessions ranging from ½ hour per week to 2 hours per week. Most of the day sessions lasted 45 minutes - 1 hour and the evening sessions ½ hour to 1 hour. The Project Instructor discussed with the tutors the question of who established the curriculum for tutoring. Six different sources of input were identified: (1) the student (2) the tutor (3) the classroom teacher (4) the Project Instructor

(5) the official level -by-level curriculum for the ESL program and (6) the ESL Coordinators, under whose supervision the classroom instructors worked. The tutors were encouraged to listen carefully to what the students identified as their needs and then to work with the students on these areas, while always taking into account the other 5 sources of input identified. It was felt that the tutors should have the greatest possible freedom in establishing with the students the content and style of tutoring. The tutors would be able to make better judgements as the semester went on based on: (1) increased experience, (2) increased familiarity with each student, (3) teacher input, and (4) the regular formal and informal training sessions with the Project Instructor. Tutors were also encouraged to share ideas with one another and in some cases to watch each other tutor and to work together.

Classroom teacher input took a number of different forms. On Main Campus in Fall '84 a system of prescription forms was used. Classroom teachers would send prescriptions through the Project Instructor to be used in the sessions, and the tutors would send a filled-out prescription form back to the teachers through the Project Instructor. It was felt, though, that this system had two major drawbacks. First of all, the amount of paperwork and the flow of paper was excessive. Secondly, the notion of a classroom teacher "prescribing" to tutor and student what should be covered in the tutoring session seemed inappropriate. The tutors and Project Instructor felt strongly that the more decentralized and participatory decision-making could be, the more effective the tutoring would prove. The teachers and coordinators on Main Campus agreed to try a new system which was also adopted at Spring Valley and Haverstraw, with necessary modifications for the peculiarities of each local situation. Under the new system, first tried in Spring '85, the teachers would indicate to the tutor what skills they thought the students needed to work on. Halfway through the semester each tutor would meet with each of the classroom instructors whose students she worked with, to discuss the progress and needs of the students concerned.

A written form could be used by the teacher to indicate progress made and suggestions for the remainder of the semester. Teachers would also be free to send notes to the tutor and/or Project Instructor at any point during the semester indicating particular areas of focus for the student. Another channel of communication was informal meetings between tutors and teachers or Project Instructors and teachers. This system appeared to be basically sound and will be continued with minor modifications in Fall '85.

Input from the Project Instructor took the form of the training sessions described elesewhere in the report, as well as formal and informal observations of the tutors, and sessions in which the Project Instructor worked together with tutor and student. The Project Instructor also discussed tutoring questions and issues as they came up, with the tutor(s) concerned. He suggested approaches and materials which could be of use to the tutors/students in those specific situations. The Project Instructor also indicated to the tutors when there was a greater need for emphasis on reading and writing skills or study skills. The tutors, thus, were creative participants in the tutoring project. On a daily level their work included the following: (1) establishing and maintaining a rapport with their students, (2) finding out student needs, and (3) helping the students to learn the language and progress through the program. The tutors engaged low-level students in structured and free conversation, helped them with pronunciation, introduced them to simplified yet adult reading materials, provided an understanding ear to the students' hesitant attempts to use the language, and struggled with the students in their attempts to understand and use the grammar of the language. With intermediate and advanced students, the tutors did some of the above, and also worked on areas of grammar the students were expected by the teachers to have grasped already. The tutors gave the students a significant amount of writing practice and gave them the kind of feedback from a sympathetic yet critical reader that any writer needs.

The tutors helped the students develop strategies for better reading comprehension and helped them change counterproductive strategies like looking up every word they didn't understand in a bilingual dictionary, while trying to read the text. The tutors also encouraged the students to use the tapes and headphones for independent study. The tutors helped the students gain confidence in using the language, something attested to in the student evaluations (see attached).

TUTORING FACILITIES

Tutoring facilities at all sites included tables (round or hexagonal), chairs and storage cabinets. Tutoring at Haverstraw and Spring Valley Local Learning Centers took place in the newly established Student Development Centers. The Project Instructor played a key role in the proposal and design of the Spring Valley Learning Center's Student Development Center. He collaborated with a member of the English Department, with the Special Services Master Counselor/Assessment Specialist and with the ESL Coordinator to propose the establishment of the center and then continued to develop the center with the Associate Dean of Instruction and English Department colleague. The contact with the English Department was felt to be important since when students in the Project are "mainstreamed" the English Department is where their English language learning is centered.

The materials collections at each site contained books and tapes appropriate to the needs of the students there. Thus Haverstraw's collection included literacy materials and low-English level materials, as well as materials that focused on the particular problems Spanish-speakers face learning English. Main Campus, with its seven-level ESL program, had a wide range of materials for all levels. Tutors each worked at two sites and were free to move materials from one site to another when needed. All sites had tape recorders provided, as well as blank cassettes for students to record their conversations. All sites contained appropriate teacher reference materials.

Two sites had blackboards available for use by tutors and/or students. Microcomputers were available in Haverstraw in the tutoring area but have not yet been used by the project tutors for tutoring purposes.

EVALUATION OF SUCCESS OF THE TUTORING PROGRAM

Success can be established in various ways: (1) Word-of-mouth referrals to the tutoring program (2) Student evaluations (3) Teacher and coordinator evaluations (4) Outside evaluations (5) Tutor evaluations (6) Student placement and examination results.

(1) Word-of mouth referrals were evident at all three sites during the year. A number of students heard about the program from their peers and requested tutoring. In these cases, eligible students were taken where there were spaces in the tight schedule set up to serve those recommended by the teachers.

(2) Student evaluations: these were given out late in the semester but were returned in sufficient quantities to indicate very strong student support of the program (see attached form).

(3) Two of the coordinators expressed clear satisfaction with the tutoring program at an ESL faculty meeting held in mid-Spring semester, 1985. Reactions from individual teachers have varied, from those who are highly enthusiastic to those who feel they cannot tell whether the program is making a difference. In at least two cases, teachers have made a point of telling the Project Instructor of the difference the tutoring has made in individual student's cases. The question of whether the tutoring is making a difference (or at least a visible one) is difficult to establish overall, since 45 minutes is marginal compared to 20 hours of teaching, yet the students' evaluations and those of some teachers strongly seem to suggest that in many cases it does make a difference.

(4) Outside evaluations: The Middle States evaluation team which observed a Project tutor in action, commented that "the tutorial system" (which presumably included ours) was a strength warranting special commendation.

The College funded in Spring Semester a tutoring project for non-eligible students modelled on the Special Services Project model. The College has also decided to introduce tutoring as a required part of each ESL student's weekly workload beginning in the Fall '85.

(5) Tutor evaluations of the students' progress indicated that some students had made substantial progress, and others had not. (Report to be completed in Fall '85)

(6) An analysis of the student placement and examination results will also be completed in the Fall '85. Case studies of several ESL students who completed tutoring in 1985 will be included.

COMMENTARY ON PREFERRED BOOKS AND TAPES

1. NOW HEAR THIS: Book and Tape
   - has interesting listening passages with very good accompanying exercises
   - well-organized with a helpful sequential order of difficulty for students
   - useful for dictation
   - good for both classroom and independent study use

2. LISTENING IN THE REAL WORLD: Book and Tape
   - good dialogue topics
   - reduced pronunciation exercises are not worthwhile
   - useful as a base for a lesson

3. WRITE FROM THE START
   - very good for beginners using guided composition writing exercises
   - good visual material for discussions or writing
   - helpful verb and assorted other cloze exercises
   - all around an excellent book

4. CORRECT IT AND LEARN
   - presents grammatical points simply and clearly for for beginning students
   - exercises with corresponding answers (on back) are useful for homework

5. WHAT'S THE STORY?
   - excellent visual material helpful to develop lessons: conversation and composition
   - good exercises, such as, scrambled sentences and punctuation
   - some interesting composition topics (see book 3)

6. STEPPING STONES
   - interesting stories for beginning students
   - useful for reading and writing practice

7. COMING TO AMERICA
   - easy reading passageswhich develop well into discussion and essay topics
   - stories written by other ESL immigrant students about about their experiences apply well to our students

8. DEVELOPING & EXPANDING READING SKILLS
   - thought-provoking stories
   - good reading comprehension questions and other exercises, especially the usage of roots to form other parts of speech

9. FIRST STEPS
   - good for teaching reading and writing (including handwriting) at the lowest level

10. 10 STEPS / 26 STEPS
    - provided some thematic material for compositions
    - good for short reading passages and teacher supplied comprehension questions

11. IDIOMS IN ACTION
    - good context presentation of idioms with hands-on exercises for practice
    - progresses in difficulty within the individual lesson

12. YOSHI GOES TO NEW YORK: Book and Tape
    - interesting and practical dialogues for advanced students
    - dialogues are long but tape may be stopped and action reviewed along the way
    - natural, impromptu speaking style

Reference Books

1. Longman Dictionary of American English (A Dictionary for Learners of English)
2. Oxford Advanced Learner's Dictionary of Current English w/ Chinese Translation
3. Barrons How To Prepare for the TOEFL TEST of ENGLISH as a FOREIGN Language
4. Oxford Picture Dictionary of American English
5. Rythme and Reason - A Reference Handbook of Vowel Sounds and Spelling in American English
6. The Ways of Written English
7. How To Take Standardized Tests
8. English Grammar Digest - Advanced ESL
9. Writing Skills Handbook
10. Practical English Grammar - Thomson/Martinet
11. Mastering American English
12. ESL Literacy Hand book
13. Dictionary of Two-Word Verbs (never used)
14. Dictionary of Prepositions (never used)
15. Handbook for Teachers of Haitian Students in N.J.

Comments:

of 1. - Excellent for Intermediates and advanced

3. Good practice of reading comprehension for advanced students.

4. Excellent for beginners and intermediates. The tape is a bit too monotonous to be useful.

5. Good source for phonetic sound-alikes.

6. Good resource for teachers. Good for punctuation.

7. Helpful for reading comprehension and test taking strategies for advanced students.

8. Helpful explanations of grammatical points; good resource book for writing.

9. Good reference book for sentence structure and paragraph organization.

10 Excellent reference book for teachers.

11. Fine grammar reference.

12. Practical methods for literacy.

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15. Some useful information about writing and speaking in creole.

(cont.)

16. Learning the Difference. Common Errors Made by Spanish Speakers Learning English - Kreppel/Blot
    - Useful resource book

17. The Goofican - A Repair Manual for English Burt/Kipansky

18. French-English/English French Dictionary

19. Spanish/English/English Spanish Dictionary

20. ESL/LITERACY for ADULT LEARNERS - HAVERSON/HAYNES

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Title	Levels Appropriate For	Reading	Writing	Listening	Speaking	Idioms	Grammar	Tape
Yoshi Goes to NY	High Inter → Adv		✓ (listening cloze)	///	✓ (role-playing)	///		*
Listening in the Real World	B, I, A	//	//	///	///	✓	✓	*
Now Hear This	NB, I, A	✓	//	///	✓	//	///	*
Adv. Listening Comp	A	//	///	///				*
Oxford Picture Dict	B, I, (A)	✓		///				*
Sounds Easy	B, LI	✓	//	///	✓			*
Correct It and Learn	B, LI, (HI)		/// (accompanying exercises)				///	
The Sentence	I, A		///				///	
The New English Workbook	I, A	✓	// (+ spelling)				///	
The English Notebook	B, I, A		//			✓	///	
Sentence Construction	HI, A	✓	// (+ editing checklist)			✓	///	
English Alfa	I, A	✓	///				///	

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TITLE	LEVELS APPROPRIATE FOR	READING	WRITING	LISTENING	SPEAKING	IDIOMS	GRAMMAR	TAPE
AKL: Inkc	I, (A)	✓✓	✓✓		✓✓ (+ pronunciation)	✓	✓✓✓	
IDIOMS IN ACTION	HB, I	✓	✓✓			✓✓✓		
THE BODEICON	I, A		error correction				reference	
STEPPING STONES	B	✓✓✓	✓✓✓				✓✓	
PICTURE STORIES for Beginning Composition	B, I	✓	✓✓✓	✓	✓			
WRITE FROM THE START	B, I		✓✓✓		✓ (role-playing)		✓✓✓	
10 Steps	HB, LI	✓✓✓	✓✓✓			✓	✓✓	
26 Steps	I, A	✓✓✓	✓✓✓			✓	✓✓	
FIRST STEPS in READING + WRITING	LB	✓✓✓	✓✓✓		✓✓			
WHAT'S THE STORY 1	B, LI	✓✓	✓✓		✓ (role-playing)	✓	✓✓	
2	I	✓	✓✓				✓✓✓	
3	I, A	✓	✓✓✓				✓✓	
4	I, A	✓	✓✓✓				✓✓	
COMING TO AMERICA	B, LI	✓✓✓	✓✓					
DEVELOPING READING SKILLS Inter	I	✓✓✓	✓✓		✓		✓✓	
DEVELOPING READING SKILLS Adv	A							
EXPANDING READING SKILLS Inter	I	✓✓✓	✓✓		✓		✓✓	
EXPANDING READING SKILLS Adv	A							

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	LEVELS APPROPRIATE FOR	READING	WRITING	LISTENING	SPEAKING	IDIOMS	GRAMMAR	TAPE
LISTENING + SPEAKING OUT	HI, A		✓	✓✓✓	✓ (role-playing)	✓		*
VERB CHOICES + VERB FORMS	HB, I, A						✓✓✓	
PREPOSITION CHOICES	HB, I, A						✓✓✓	
A CONVERSATION BOOK	never used							
LISTENING DICTATION	B, LI		✓✓✓	✓✓✓			✓✓✓	
GRAMMAR - 1, 2, WORK 2, H	never used		✓✓✓				✓✓✓	
ELEMENTARY COMPOSITION PRACTICE book 2	never used		✓✓✓				✓✓	
HANDWRITING WORKBOOK	all who need cursive writing		✓✓✓					
WHADDAYOUSAY?	never used							
WRITING AMER. ENGLISH	all who need cursive writing		✓✓✓					
MASTERING AMERICAN ENGLISH	B, I, A		✓			✓	✓✓✓	
TECHNICAL & SCIENTIFIC READER IN ENGLISH	I, A (FOR SPANISH SPEAKERS)	✓✓✓	✓			✓		
READ IN ENGLISH (ESTRATEGIAS PARA UNA COMPRENSION EFICIENTE EN INGLES)	A	✓✓✓	✓		✓✓	✓✓		
THE NEW ARRIVAL (I & II)	B, I	✓✓✓	✓✓	✓	✓✓ (role playing)	✓	✓✓	
BASIC ENGLISH FOR ADULT COMPETENCY	B	✓	✓	✓	✓		✓	

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Interview with Avshalom Mordechay (Spring Valley) May 7, 1985

Avshalom Mordechay has been in the USA for 2 years and 2 months. He comes from Israel where he last studied English 22 years ago. A cabinetmaker by trade, Avshalom came to RCC to learn English and is now in his second semester of ESL.

When he came from Israel he couldn't read, write or speak xxxx any English "I not talk nothing Today God help me I talk. When you talk with me I understand -- not everything but 90%".

Avshalom has found the tutoring "very good" even better than, he finds his very good teacher. Both tutors (Debbie Short and Anita Kessler) are very good, he says, emphasizing xxx his point with the A-OK sign.

Avshalom shows me a letter he has written to his brother. Point to it he says "This is my brother and I make letter to my son". The letter is written phonetically according to the way Avshalom hears English sounds at this stage of his language development. It would be nearly unintelligible to someone without experience in ESL, yet it represents a step forward into the realm of intelligent guesses as to how the spoken and written forms of the language correspond.

Avshalom explains that "the alphabet for me... reading and writing... is better". In other words he feels he needs to work on his reading and writing. He compares his needs to those of his Haitian classmates: "the alphabet is the same for them".

Avshalom says he needs more time working with the tutor. "When I can come learn with this teacher not 45 minutes...more...is better for me"

got an MP in 030

Spring '85.

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got name from Harrison

Haverstraw

"Maria" ,"Ana" and "Rosa" work together in a Monday morning tutorial. Maria is in her early sixties and the other two are middle-aged. Language learning is not easy for people in thgi age group and particularly for thise without a strong educational background. In addition, the strong Spanish-speaking ambience of Haverstraw and of the learning center reduce the opportunities for informal acquisition of ~~thm~~ spoken ~~xx~~ English .

It is in this context that the three women's ~~xxxxxxxxxxxx~~ second language learnign should be viewed.Serious health problems also reduce the women's capacity to concentrate.

The women seem to be making an effort to find the English words they need for the converation in the tutorial. They are doing an assignment on reporting housing problems to their landlord. They are being asked to read a short passage, discuss it , relate it to their own situations and then write~~xxxxxx~~ a lettef to their landlosd detailing their complaints (if any). They are then asked to listen to one another's stories and discuss them. Thus they are being asked to work on oral-aural, reading and writing skills. Spanish is used by the students to clarify the intent of the tutor's questions . and Spanish words punctuate the difficult attempts to use English. The women seem intent on discussin g the problem but only the tutor's lack of Spanish keeps the discussion going in Englsih.

A discussion after the tutorial wiht the women reveals that they are finding the tutorials very helpful. They mention that they are now able to use English at the doctor's office, in the hospital, in the post office , the supermarket, the hardware store and other stores. One woman mentions that her granddaughter speaks English. Engish in Haverstraw seems to be something between English~~xxx~~ as a Foreign Language and ESL. It seems clear that the only time the women get sustained practice in oral English is in their tutoring sessions.

SPRING 85

Esperanza del Valle (**) got an S in 036 and passed to 045

Blanca Berios (**) got an MP in 036

Julia Ortiz (**) got an S in 036 and passed to 045

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Marie Carmel St. Victor (Main Campus)

This student has been in the USA for 13½ years. She attended school for 12 years in Haiti. She does not work. She is in her first semester at RCC, and wants to study computer programming.

She says her tutor helped her a lot, especially on the use of verb tenses and with speaking. She feels she would not have done as well had it not been for the tutoring.

She would like to be tutored again in September.

[Marie passed from 045 into 055 at end of Spring 85]

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Gerda Julian (Main Campus)

Gerda has moved back and forth between the USA and Haiti for 16 years, but has now decided to stay here and consequently to improve her English. She says "I don't care how long it's going to take me, I'm going to make it ... I want to be something."

Gerda wants to work with people, and will be studying business administration. She has worked at Letchworth Hospital for 16 years, and is now in her first semester at RCC.

She describes her problems with English: understanding some 'big words', writing 'ed' endings and verbs. "Even if I spell it in my heart, I still can't get it right," she says. "If I can pass my test, it's a lot of progress for me. If I don't, I'll feel bad, but I won't give up — never."

She feels that tutoring has been 'great'. "She (the tutor) helped me a lot. I'm definitely making progress. Sometimes I understand better. I can talk better. People can understand me more."

Gerda hadn't been in school for 22 years. "When the teacher asks me something, I know it in my heart but I'm scared — self-conscious — the teacher thinks I can't read."

[Gerda passed from 035 to 036 at end of Spring 85]

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Interview with Paula Cenatus (Spr Val) 5/7/85

Paula Cenatus has been in the USA for 3 years. After finishing 11th grade in Haiti she studied English at Lindsay Hopkins in Miami. She is now in an intermediate level class at Spring Valley Learning Center. She does not work. She hopes to study pharmacy.

Paula says the tutoring program has helped her a lot. "If I don't understand something my teacher says I tell it to the tutor and she explains it and then I understand." Paula says the tutor "gives us nice books" like What's the Story (Book 1) and Coming to America. "They're interesting and help me to know more words" she says.

passed from 041 to 061.

Spring 85

TUTORIAL SERVICES

LOG

Student_____ C. S._____

Semester: F____S____ 19____ E.S. L.____

Date	Time	Task

Total Hours_____

TUTORIAL SERVICES

PRESCRIPTION FORM

Student_____ C.S._____

Instructor_____ E.S.L._____

Semester F____S____ 19____

DATE	PRESCRIPTION	IMPLEMENTATION TIME	PROGRESS

210

Appendix I

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

December 1984

During the Academic Year, 1984/1985 students in the English As A Second Language Program at the Spring Valley and the Haverstraw Local Learning Centers took part in orientation sessions. Students at the intermediate levels attended an orientation course which covered academic matters, banking, housing, medical care, etc..

New, Main Campus, English As A Second Language students attended a college orientation session. There was a follow-up session in their classes to deal with any questions students had about academic matters.

There were also a series of four workshops offered during each semester on Test-Taking Strategies, Financial Management, American Values and Customs, and on the U. S. Educational System. Individual counseling sessions were available to all students on Main Campus and at the Local Learning Centers.

Terence P. Hannigan

TH:pbd

STATE
UNIVERSITY
OF
NEW YORK

Appendix J

February 4, 1985

TO: All ESL Instructors and Instructors of Courses for International Students
FROM: Terry Hannigan
RE: Workshop for International Students

Please share the information on the attached sheet with your students and encourage them to attend this workshop on Test-taking Strategies. Thank you.

cc:Howard Berry
Maryanne Kezmarsky
Maggie Martin
Eveline Neumann-Adler
Judith Siegelbaum

FOR INTERNATIONAL STUDENTS

To all E.S.L. Students and Students who have completed their ESL courses

Please come and join us for a one hour meeting called

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT AMERICAN COLLEGES

This meeting will take place on

WEDNESDAY, FEBRUARY 13, 1-2PM IN THE STUDENT UNION BUILDING, ROOM 3101

If you need information about the following topics please join us

- types of college degrees and certificates
- transferring to a four year college
- the grading system
- deciding on a major
- how to get a college catalog from any American college

There will be a question and answer period after this presentation

For further information contact
Terry Hannigan, Room 1204,
356-4650x582

ATTENTION INTERNATIONAL STUDENTS!

Do you know how to prepare for a test? Are there different ways of answering questions on multiple choice, fill-in and essay examinations? How can you use your time most effectively on a test? These questions and others will be discussed at the second workshop of the semester for International students.'

Please come and join us for either session-

TEST-TAKING STRATEGIES

Wednesday, March 6, 12:30-1:30, Room 3101 OR
Thursday, March 7, 1:30-2:30, Room 3101

Presented by
Terry Hannigan
Special Services Project
Eileen Thornton
International Student Services

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Reminder: Workshop #4

Financial Management for International Students

Thursday, May 2nd

Room 3101 1:30 to 2:30 p.m.

presented by

Terry Hannigan, Special Services Project

Eileen Thornton, International Student Services

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A Workshop for ESL & INTERNATIONAL STUDENT

on

American Values, Customs & Expectations

to be presented on

		Room
Wednesday, April 17	12^{30} to 1^{30} p.m.	310
Thursday April 18	1^{30} to 2^{30} pm	310

Please come and join us for this important discussio

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ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAY 23 1986

presented by
Terry Hannigan & Eileen Thornton